

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Texts: <i>The Tiger Who Came to Tea</i> by Judith Kerr; <i>The Snail and the Whale</i> by Julia Donaldson; <i>Tadpole's Promise</i> by Jeanne Willis</p> <ul style="list-style-type: none"> - range of non-fiction linked to other subject areas - range of texts read in Daily Supported Reading <p>Reading skills include: recognising simple recurring language in stories and poetry; drawing on what they already know or on background information and vocabulary provided by the teacher; making inferences on the basis of what has been said and done; asking and answering</p>	<p>Texts: <i>Ocean Meets Sky</i> by Eric and Terry Fan (nb be aware of content in case of children who have suffered a loss); <i>Look Up</i> by Nathan Bryon and Dapo Adeola;</p> <ul style="list-style-type: none"> - range of non-fiction linked to other subject areas - range of texts read in Daily Supported Reading <p>Reading skills include: predicting what might happen on the basis of what is being said and done; taking part in discussions about books; explaining and discussing their understanding; making inferences on the basis of what is said and done</p>	<p>Texts: <i>The Great Fire of London</i> by Emma Adams; <i>A Walk in London</i> by Salvatore Rubbino</p> <ul style="list-style-type: none"> - range of non-fiction linked to other subject areas - range of texts read in DSR / Guided Reading <p>Reading skills include: discussing the order of events in books and how items of information are connected; being introduced to non-fiction books that are structured in different ways;</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - writing about real events - writing to inform (about local place / London / Great Fire) - writing questions 	<p>Texts: <i>Rosie Revere Engineer</i>, by Andrea Beaty; <i>Goldilocks and the Three Bears</i> by Lauren Child, <i>Me and You</i> by Anthony Browne, <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson</p> <ul style="list-style-type: none"> - range of non-fiction linked to other subject areas - range of texts read in DSR / Guided Reading <p>Reading skills include: becoming increasingly familiar with a wide range of traditional tales and retelling them; revision of skills previously taught and earlier insecure learning</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - explanatory text 	<p>Texts: <i>Lila and the Secret of Rain</i> by David Conway; <i>One Day on Our Blue Planet ... In The Savannah</i> by Ella Bayley</p> <ul style="list-style-type: none"> - range of non-fiction linked to other subject areas - range of texts read in Guided Reading <p>Reading skills include: revision of skills previously taught and earlier insecure learning</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - labels - story mapping - writing in role - narrative - song lyric writing - fact file - descriptive writing (possibly of the 	<p>Texts: <i>Zeraffa Giraffa</i> by Jane Ray; <i>The Story Tree</i>, stories retold by Hugh Lupton</p> <ul style="list-style-type: none"> - range of non-fiction linked to other subject areas - range of texts read in DSR / Guided Reading <p>Reading skills include: revision of skills previously taught and earlier insecure learning</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - writing in role - character description - explanations - persuasive writing - narrative <p>Grammar and Punctuation: Year 2 content taught this</p>

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<p>questions; discussing their favourite words and phrases</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - description (eg food mess) - wanted posters - narrative - writing in role - thought bubbles - poetry / song - information texts (All including: drafting and writing by composing and rehearsing sentences orally; proof-reading to check for errors in spelling, grammar and punctuation; read aloud what they have written with appropriate intonation) <p>Grammar and Punctuation: using expanded noun</p>	<p>Writing includes:</p> <ul style="list-style-type: none"> - labels - writing in role - biographical writing - questions - information leaflets (flyers) - <i>instructions</i> - narrative <p>Grammar and Punctuation: Formation of nouns using suffixes – ness and -er and by compounding words; adding suffixes to form longer words eg - ment, -ly, - less, – ness, – full; use of the possessive apostrophe; using when, if, but, because and or, but</p> <p>Grammar and Punctuation revision includes: using expanded noun</p>	<ul style="list-style-type: none"> - posters to give advice - writing in role (diary) <p>Grammar and Punctuation: using the past and present progressive verb form</p> <p>Grammar and Punctuation revision includes: formation of nouns using suffixes - ness and - er, and by compounding words; adding suffixes to form longer words eg - ment, -ly, - less, – ness, – full; use of the possessive apostrophe; using when, if, but, because and or, but</p>	<ul style="list-style-type: none"> - thought bubbles - descriptive writing - narrative - writing to apologise <p>Grammar and Punctuation: commas in lists</p> <p>Grammar and Punctuation revision includes: Year 2 content taught this year and earlier insecure learning</p> <p>Spelling: No Nonsense Spelling Year 2, Block 4</p> <p>Handwriting: PenPals Year 2, Units 16 – 20</p> <p>Vocabulary: Comma</p> <p>Vocabulary revision includes: revision of</p>	<p>Savannah, using adverbials)</p> <ul style="list-style-type: none"> - voiceover scripts <p>Grammar and Punctuation: Year 2 content taught this year and earlier insecure learning</p> <p>Spelling: No Nonsense Spelling Year 2, Block 5</p> <p>Handwriting: PenPals Year 2, Units 21 – 25</p> <p>Vocabulary: Revision of previously taught vocabulary</p> <p>SEN: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema may be easier to access; <i>Savannah</i></p>	<p>year and earlier insecure learning</p> <p>Spelling: No Nonsense Spelling Year 2, Block 6</p> <p>Handwriting: PenPals Year 2, Units 26 – 30</p> <p>Vocabulary: Revision of previously taught vocabulary</p> <p>SEN: <i>Giraffe is Lost</i> by Roger Priddy may be a possibility, as may <i>The Usborne First Fairy Tales</i> (board book) collection, by Stephen Cartwright</p>
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<p>phrases; using past and present tenses correctly; apostrophes for omission</p> <p>Grammar and Punctuation revision includes: full stop; capital letter; question mark; exclamation mark</p> <p>Spelling: No Nonsense Spelling Year 2, Block 1</p> <p>Handwriting: PenPals Year 2, Units 1- 5</p> <p>Vocabulary: statement; apostrophe; noun phrase; adjective; tense</p>	<p>phrases; using past and present tense correctly; apostrophes for omission</p> <p>Spelling: No Nonsense Spelling Year 2, Block 2</p> <p>Handwriting: PenPals Year 2, Units 6 – 10</p> <p>Vocabulary: Suffix; adverb</p> <p>Vocabulary revision includes: statement; question; exclamation; apostrophe; noun phrase; adjective</p> <p>SEN: <i>Ocean Meets Sky</i> may be too hard a concept – try <i>Busy Beach</i> by Joe Byatt or <i>Granpa</i> by John</p>	<p>Spelling: No Nonsense Spelling Year 2, Block 3</p> <p>Handwriting: PenPals Year 2, Units 11 – 15</p> <p>Vocabulary: possess</p> <p>Vocabulary revision includes: revision of skills previously taught and earlier insecure learning</p> <p>SEN: <i>My Little Cities: London</i> by Jennifer Adams; <i>Busy London</i> by Marion Billet – board books</p>	<p>skills previously taught and earlier insecure learning</p> <p>SEN: possible alternatives include: <i>Future Engineer</i> by Lori Alexander; <i>Goldilocks and the Three Bears</i> by Tony Ross - board books</p>	<p><i>Animals Planet Earth, first facts and flaps</i> by Naray Yoon may also be useful.</p>	
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Year 2

Vocabulary revision
includes: question;
exclamation

Burningham;
Goodnight Spaceman
by Michelle Robinson
may be a possibility

SEN: *The Tiger who
Came to Tea* and *The
Snail and the Whale*
are available as
board books and may
be accessible;
consider using a
board book version
of *The Very Hungry
Caterpillar* in place of
Tadpole's Promise