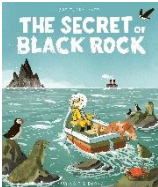

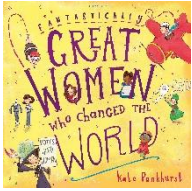


Year 2 - English Planning			
Cycle A – Spring Term 2			
Foundation Subject Links: Topic – Land Ahoy!			
	Genre	Content Coverage	On-going skills
Fiction	Narrative – read the book half way and finish the story.	<u>Vocabulary, grammar and punctuation</u> <ul style="list-style-type: none"> • Description to add details- expanded noun phrases to describe and specify. • present tense and past tense. • Co-ordination used to join sentences (and, but, or) • Apostrophes for possessive (singular) • Exclamation marks to indicate emotion and form exclamative sentences e.g. How amazing easy was that! • Question marks used to form questions. • Subordinating conjunctions (when, if, that, because). • Story language be used to move the narrative along: to signal time e.g. Later that day, once. 	<u>Transcription</u> Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling <i>some</i> correctly. Spell some common exception words. <u>Handwriting</u> <ul style="list-style-type: none"> • Form lowercase letters of the correct size relative to another. • Use spacing between words • Write capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters <u>Composition</u> Consider what to write before beginning by: <ul style="list-style-type: none"> • Planning/saying out loud what they're writing about. • Writing down own ideas and/or key words, including new vocabulary. • Encapsulating what they want to say, sentence by sentence. • Read aloud what they have written with appropriate intonation to make the meaning clear. Develop positive attitudes to writing and stamina by: Writing for different purposes. <u>Vocabulary, grammar and punctuation</u> <ul style="list-style-type: none"> • Correctly demarcate some sentences using full stops, capital letters • Description to add details- expanded noun phrases to describe and specify. • Some present tense used correctly. • Co-ordination used to join sentences (and, but, or)
'The Secret of Black Rock' by Joe Todd-Stanton 	Explanation – design their own boat and explain how it works.		
Fiction		<u>Vocabulary, grammar and punctuation</u>	

<p>'The Koala Who Could' by Rachel Bright</p> 	<p>Non-chronological report – Australia</p> <p>Diary – from the koala's perspective (the day the tree fell down).</p>	<ul style="list-style-type: none"> • Description to add details- expanded noun phrases to describe and specify. • Written in the past tense including the past progressive form of verbs (-ing) were eating, was hoping, was walking. • Co-ordination used to join sentences (and, but, or) • Apostrophes for possessive (singular) • Exclamation marks • Question marks • Subordinating conjunctions (when, if, that, because) used to aid explanation. • First person (diary) e.g. use of pronoun 'I'. • Apostrophe for possession. 	<ul style="list-style-type: none"> • Apostrophes for possessive (singular) • Exclamation marks • Question marks
	<p>Recount of real event.</p>	<ul style="list-style-type: none"> • Conjunctions including 'and', 'but', 'or', 'because', 'when', 'if', 'that' are used for co-ordinating events and showing subordination e.g. we went to the park so we could play on the swings. • Use of exclamation marks to indicate emotion and form exclamative sentences. E.g. 'How amazing was that!' • Verbs chosen for effect. • Language of chronology is used. E.g. then, next, first, afterwards, just before that, at last, meanwhile 	

Year 2 - English Planning			
Cycle A – Summer Term 3			
Foundation Subject Links: Topic – Movers and Shakers.			
	Genre	Content Coverage	On-going skills
Fiction	Setting description – final setting of the story.	<p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Description to add details- expanded noun phrases to describe and specify. • Written in the present tense including the past progressive form of verbs (-ing) were eating, was hoping, was walking. • Co-ordination used to join sentences (and, but, or) • Apostrophes for possessive (singular) • Exclamation marks • Question marks • Subordinating conjunctions (when, if, that, because) used to aid explanation. • First person (Book Review) e.g. use of pronoun 'I'. <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Add suffixes to longer words, including -ment, -ness, ful, -less, -ly 	<p><u>Transcription</u></p> <p>Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling <i>some</i> correctly.</p> <p>Spell some common exception words.</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Form lowercase letters of the correct size relative to another. • Use spacing between words • Write capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters <p><u>Composition</u></p> <p>Consider what to write before beginning by:</p> <ul style="list-style-type: none"> • Planning/saying out loud what they're writing about.
<p>'Greta and the Giants' by Zoe Tucker</p> 	Book review.		
Non-Fiction		<u>Vocabulary, grammar and punctuation</u>	

'Fantastically Great Women Who Changed the World' by Kate Pankhurst



Non-chronological report
(significant person the children
have learnt about).

Kenning poem

- Description to add details- expanded noun phrases to describe and specify.
- Written in the present tense including the past progressive form of verbs (-ing) were eating, was hoping, was walking.
- Co-ordination used to join sentences (and, but, or)
- Apostrophes for possessive (singular)
- Exclamation marks
- Question marks
- Subordinating conjunctions (when, if, that, because) used to aid explanation.
- First person e.g. use of pronoun 'I'.

Transcription

- Add suffixes to longer words, including -ment, -ness, ful, -less, -ly

Composition

Poetry – writing poetry

- Writing down own ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Develop positive attitudes to writing and stamina by:

Writing for different purposes.

- Make simple additions, revisions and corrections by re-reading, proof reading for errors.

Vocabulary, grammar and punctuation

- Correctly demarcate most sentences using full stops, capital letters and use question marks correctly when required.
- Description to add details- expanded noun phrases to describe and specify.
- Present and past tense mostly correctly and consistently.
- Co-ordination used to join sentences (and, but, or)

			<ul style="list-style-type: none"> • Apostrophes for possessive (singular) •
	<p>Recount of real event.</p>	<ul style="list-style-type: none"> • Events sequenced in a chronological order/language of chronology. • Conjunctions including 'and', 'but', 'or', 'because', 'when', 'if', 'that' are used for co-ordinating events and showing subordination e.g. we went to the park so we could play on the swings. • Use of exclamation marks to indicate emotion and form exclamative sentences. E.g. 'How amazing was that!' • Verbs chosen for effect. • Language of chronology is used. E.g. then, next, first, afterwards, just before that, at last, meanwhile 	