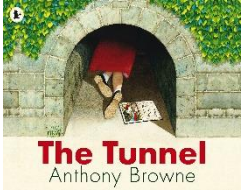
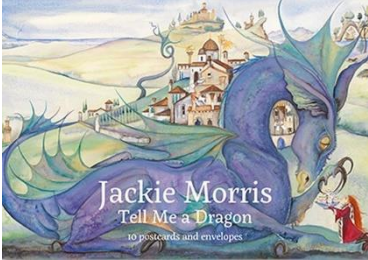
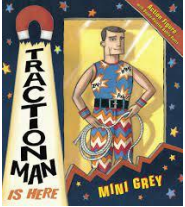
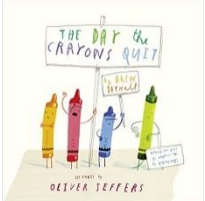
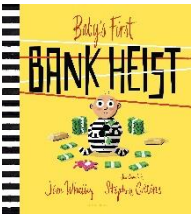


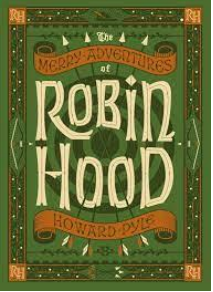
Year 2 - English Planning			
Cycle B - Autumn Term 1			
Foundation Subject Links: Towers, Tunnels and Turrets.			
	Genre	Content Coverage	On-going skills
Fiction	Setting description – what is at the end of the tunnel. Narrative – write own story after travelling through a tunnel.	<u>Vocabulary, grammar and punctuation</u> <ul style="list-style-type: none"> • Description to add details- expanded noun phrases to describe and specify. • written present tense including the past progressive form of the verbs(-ing) were eating, were walking. • Co-ordination used to join sentences (and, but, or) • Apostrophes for possessive (singular) • Exclamation marks 	<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
'The Tunnel' by Anthony Browne 			
Fiction	Character description – describing their own dragon. Information – missing poster for a dragon	<u>Vocabulary, grammar and punctuation</u> <ul style="list-style-type: none"> • Description to add details- expanded noun phrases to describe and specify. • written present tense including the past progressive form of the verbs(-ing) were eating, were walking. • Co-ordination used to join sentences (and, but, or) • Apostrophes for possessive (singular) • Exclamation marks 	<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: <ul style="list-style-type: none"> • 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
'Tell Me a Dragon' by Jackie Morris 			

	Recount of a real event.	<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.	
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Year 2 - English Planning			
Cycle B - Autumn Term 2			
Foundation Subject Links: Toys			
	Genre	Content Coverage	On-going skills
Fiction	Narrative – retelling the story of Traction Man.	<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. • Language of chronology is used. E.g. then, next, first, afterwards, just before that, at last, meanwhile. 	<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.
‘Traction Man’ by Mini Grey 	Instructions – how to look after a pet Scrubbing Brush.		
Fiction	Letter – write to the crayons.	<u>Vocabulary, grammar and punctuation</u>	<u>Vocabulary, grammar and punctuation</u>

<p>'The Day the Crayons Quit' by Drew Daywalt</p> 	<p>Explanation – write about your favourite toy.</p>	<ul style="list-style-type: none"> • Description to add details- expanded noun phrases to describe and specify. • Written in the present tense • Co-ordination used to join sentences (and, but, or) • Apostrophes for possessive (singular) • Apostrophise for contraction • Exclamation marks • Question marks • Subordinating conjunctions (when, if, that, because) used to aid explanation. • First person (diary) e.g. use of pronoun 'I'. • Commas to separate lists. 	<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) • Apostrophes for possessive (singular) • Exclamation marks • Question marks
	<p>Recount of a 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. 	

Year 2 - English Planning			
Cycle B - Autumn Term 3			
Foundation Subject Links: Our Community			
	Genre	Content Coverage	On-going skills
Fiction	Diary – from the baby’s perspective.	<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’. • Language of chronology is used. E.g. then, next, first, afterwards, just before that, at last, meanwhile. <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. 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. • 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. <p>Develop positive attitudes to writing and stamina by: Writing for different purposes.</p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections by re-reading, proof reading for errors. <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • 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.
<p>‘Baby’s First Bank Heist’ by Jim Whalley</p> 			

<p>Fiction</p>	<p>Non-chronological report – writing about Robin Hood.</p>	<p><u>Vocabulary, grammar and punctuation</u></p>	<ul style="list-style-type: none"> • Co-ordination used to join sentences (and, but, or) • Apostrophes for possessive (singular) • apostrophes for possession
<p>'Robin Hood' by Rob Lloyd Jo</p> 	<p>Non-chronological report – writing about Robin Hood.</p>	<ul style="list-style-type: none"> • Description to add details-expanded noun phrases to describe and specify. • Written in the past tense • Co-ordination used to join sentences (and, but, or) • Exclamation marks • Question marks • Subordinating conjunctions (when, if, that, because) used to aid explanation. <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Add suffixes to longer words, including -ment, -ness, ful, -less, -ly 	
	<p>Recount of our community event (inviting visitors for afternoon tea).</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. 	

