

Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 2	<ul style="list-style-type: none"> Stories with familiar settings Traditional and fairy tales Different stories by the same author Introduction to plays (Christmas Play) Extended stories 	<ul style="list-style-type: none"> Non-chronological reports Recounts Instructions Persuasion 	<ul style="list-style-type: none"> Poems on a theme Poems based on observation Nonsense poetry

Writing Style Guide - Year 2

- Use alliteration
- Add pairs of adjectives
- Create list sentences e.g. The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere.
- Use short sentences for impact
- Use powerful verbs for noise
- Add adjectives of texture e.g. rough
- Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

Author / Genre Box	Book Study and Read Aloud
 <p>Traditional Tales</p>	 <p>The Wizard Of Oz By L. Frank Baum</p>

Objectives for Year 2 Term 1		
In addition to previous learning, pupils should learn how to...		
Spoken Language	Reading	Writing
Speaking, Listening and Discussion Add detail to their talk to keep the listener interested Follow up listening with relevant questions Keep on topic during discussion Drama Make up plays from stories & other stimuli	Word Reading (1:1 reading, phonics, O.T.T.E.R, group, whole class) Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum Decrease reliance on 'sounding out' in common words Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Read words of two or more syllables Read words containing common suffixes (link to spelling) Sound out unfamiliar words and use other reading strategies when reading aloud Re-read books to build fluency and confidence Orchestrate a range of reading strategies to decode successfully Self-correct when reading aloud Being a Reader Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently Show their understanding of books through discussion Offer opinions and preferences about books (O.T.T.E.R) Discuss the sequence of events in texts and how events are connected Learn some classic poems by heart Retell a story using words and phrases from the text Discuss meanings of new words and link these to words already known Discuss their favourite words Reading Comprehension Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Respond imaginatively to what they have read or listened to e.g. drama, drawing, music Retrieve information from the text to answer questions (1:1 reading/group/whole) Predict what may happen based on previous events Identify the main point in a section or page Use inference to draw simple conclusions about characters, settings and events Use the layout to identify the type of book Recognise recurring story language Develop understanding by linking reading to prior knowledge and/or background information Being a Researcher Use indexes, contents pages, headings and captions to navigate non-fiction texts Navigate simple alphabetically ordered texts Use screen based and book conventions to find information efficiently and safely (Bug Club Reading)	Planning, Composing Evaluating Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use structures from reading to aid planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write an entertaining story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Develop an idea over several sentences Use some adventurous vocabulary Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others and by themselves Improve their writing style by adding new techniques to their repertoire Grammar, Punctuation, Vocabulary Use correct grammatical terminology when discussing their writing Identify and know the purpose of verbs Use interesting verbs when writing Recognise and write statements Recognise and write questions Recognise and write exclamations Recognise and write commands Join sentences with 'or' and 'but' Explain what an apostrophe is Use apostrophes for simple contracted forms
Transcription		
Spelling (Phonics, spelling sessions) Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Use the frequency and usual position of graphemes to make a spelling choice Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Investigate spelling patterns and conventions Spell words ending with the 'i' sound spelt y e.g. fry Spell words where -es is added to a word ending in y e.g. flies Spell words with the 's' sound spelt c before e, i and y e.g. city Spell words beginning with the 'r' sound spelt wr e.g. wrote Spell words ending with the 'ee' sound spelt ey e.g. monkey Spell words with the 'u' sound spelt o e.g. Monday Spell words with the suffix -ly e.g. badly Spell contracted words using the apostrophe e.g. can't Spell frequently confused common homophones e.g. here and hear Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work Handwriting and Presentation Form lower case letters of the correct size relative to one another Write capital letters and digits of the correct size Type accurately		