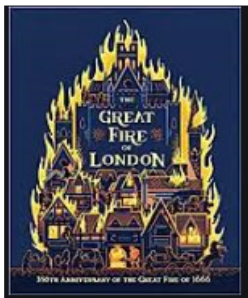


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 2	<ul style="list-style-type: none"> <li>Stories with familiar settings</li> <li>Traditional and fairy tales</li> <li>Different stories by the same author</li> <li>Introduction to plays (Christmas Play)</li> <li>Extended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

## 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).

Genre Box	Book Study and Read Aloud
 <p>Non-fiction assorted texts Great Fire of London</p>	 <p>Zeraffa Giraffa By Dianne Hofmeyr</p>

## Objectives for Year 2 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<b>Speaking, Listening and Discussion</b> Use emphasis, story language and interesting vocabulary when telling stories Comment constructively after listening Reach agreement in a group <b>Drama:</b> Show a character through movement	<b>Word Reading (1:1 reading, phonics, O.T.T.E.R, group, whole)</b> Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum Increase the speed of reading Decode unfamiliar words without hesitation 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 <b>Being a Reader</b> 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 Discuss favourite authors (O.T.T.E.R) Retell a story from memory, including all the main parts Discuss meanings of new words and link these to words already known Discuss their favourite phrases <b>Reading Comprehension</b> 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 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 Recognise and discuss features of different texts Recognise recurring language in stories and poetry Develop understanding by linking reading to prior knowledge and/or background information <b>Being a Researcher</b> Use indexes, contents pages, headings and captions to navigate non-fiction texts Navigate simple alphabetically ordered texts Use screen based & book conventions to find information efficiently and safely	<b>Planning, Composing and Evaluating</b> 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 Ensure that there is a clear beginning, middle and end in their writing Use adventurous vocabulary Add detail to interest the reader Build writing stamina through writing longer pieces Re-read writing for sense Check writing for consistent use of tense 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 (see Appendix A – year 2) <b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Identify and know the purpose of adjectives Write expanded noun phrases Use 'when', 'if', 'that' and 'because' to extend sentences Use apostrophes for singular possession Avoid using 'and', 'but' or 'so' after a full stop Form adjectives using -ful, -er, -est and -less (link with spelling)
Transcription		
<b>Spelling (Phonics and spelling sessions)</b> 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 with the 'j' sound spelt j, g, ge and dge Spell words with the 'or' sound spelt a before an l or a ll e.g. call Spell words with the 'ur' sound spelt ar after w e.g. warm Spell words with the 'o' sound spelt a after w and qu e.g. watch Spell words with the 'ur' sound spelt or after w e.g. word Spell words with the suffixes -ful and -less Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried Spell two syllable words ending in -tion e.g. station Use the possessive apostrophe with singular nouns e.g. Sid's Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work <b>Handwriting and Presentation</b> Know which letters not to join Use diagonal and horizontal strokes to join letters together Type accurately		