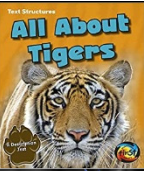





Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 2	<ul style="list-style-type: none"> Stories with familiar settings Traditional and fairy tales Different stories by the same author Introduction to plays (Christmas Play) Extended Stories 	<ul style="list-style-type: 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).

Genre Box	Book Study	Read Aloud
Non Fiction text – Habitats, animals, explorers	Adam and Charlotte Guillian	Wendy Orr – Nim's Island, Rescue on Nim's Island, Nim at Sea
 		

Objectives for Year 2 Term 3

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

Spoken Language	Reading	Writing
<p>Speaking, Listening and Discussion Use gesture to support talk Be able to extract key points when listening to an adult Ensure all group members have a turn</p> <p>Drama Learn and deliver some lines</p>	<p>Word Reading(1:1 reading, phonics, O.T.T.E.R, group and whole class) Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum Read fluently and confidently Decode unfamiliar words automatically Read words containing common suffixes (link to spelling)</p> <p>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 (Class Story) Give opinions about books backed up by reasons (O,T,T,E,R Time, Class Story) Retell a stock of basic stories Discuss meanings of new words and link these to words already known</p> <p>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 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 Begin to recognise chronology or sequence in a text Discuss which words and phrases are effective Develop understanding by linking reading to prior knowledge and/or background information</p> <p>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</p>	<p>Planning, Composing and 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 Make their writing lively and interesting for the reader 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 Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing...</p> <p>Re-read writing for sense Check writing for consistent use of tense (including the progressive form of verbs) Proof-read for spelling, grammar and punctuation errors 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)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use commas for lists Write consistently in 'past' or 'present' tense Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing Avoid using 'and', 'but' or 'so' after a full stop Form nouns by using suffixes such as –ness and –er. Identify and use -ly adverbs Form adverbs by adding –ly to adjectives Learn to use some features of written standard English</p>
<p>Transcription</p> <p>Spelling (Phonics and 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 in the 'l' sound and spelt -le e.g. table Spell words ending in the 'l' sound and spelt -el e.g. camel Spell words ending in the 'l' sound and spelt -al e.g. pedal Spell words ending in the 'l' sound and spelt -il e.g. fossil Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw Spell the 'zh' sound spelt s e.g. treasure Spell words with the suffix -ment e.g. enjoyment Spell words with the suffix -ness e.g. sadness Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping Spell further common homophones e.g. there, their and they're Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p>Handwriting and Presentation Type accurately Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized</p>		