

# YEAR 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TEXT (WHERE POSSIBLE, LINKED TO CURRICULUM TOPIC)</b>	<ul style="list-style-type: none"> <li>• Not Now Bernard (Children's Fiction-drama)</li> </ul>	<ul style="list-style-type: none"> <li>• A selection of Non Fiction Animals Texts e.g. Animals (Collins Fascinating Facts) by Collins (Non Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• The Three Little Pigs</li> <li>• Snow White</li> <li>• Jack and the Beanstalk</li> <li>• Snow White (Fairy tale)</li> <li>• Katie Morag- 'My Island'</li> </ul>	<p>A range of books by Julia Donaldson</p> <ul style="list-style-type: none"> <li>• Small Giant comes to Town</li> <li>• Room on a Broom.</li> <li>• The Snail and the whale</li> <li>• A squash and a squeeze</li> <li>• Gruffalo (Children's Fiction-Drama)</li> </ul>	<ul style="list-style-type: none"> <li>• Books about Florence Nightingale- links to Creative Curriculum Topic (Non Fiction)</li> </ul>	<p><b>Poetry</b> When the king rides by- Margaret Mahy</p> <ul style="list-style-type: none"> <li>• Ning Nang Nong by Spike Milligan – nonsense poem</li> </ul>
<b>WRITING GENRES</b>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Character descriptions</li> <li>• Letter writing</li> <li>• Wanted poster</li> <li>• Description of settings</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary Work</li> <li>• Information Text</li> <li>• Fiction vs Non Fiction Text</li> <li>• Create a Non-Fiction – animal book</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Description of characters and settings</li> <li>• Diary entry</li> <li>• A day in the life of a giant</li> <li>• Alternative ending</li> <li>• Crime report</li> <li>• Patterned writing</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts <ul style="list-style-type: none"> <li>• Character description</li> </ul> </li> <li>• Letter writing</li> <li>• Wanted poster</li> <li>• Description of settings</li> <li>• Diary entry</li> <li>• Alternative endings</li> <li>• Retell</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Descriptions</li> <li>• Instructions</li> <li>• Letter Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Descriptive writing</li> <li>• Shape Poems</li> <li>• Acrostic Poems</li> <li>• Tongue Twisters</li> <li>• Nonsense poems</li> </ul>
<b>COMPREHENSION FOCUS</b>	<ul style="list-style-type: none"> <li>• Fact Retrieval</li> <li>• Prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Inference</li> <li>• Fact retrieval</li> <li>• Prediction</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sequencing</li> <li>• Inference</li> <li>• Fact Retrieval</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sequencing</li> <li>• Inference</li> <li>• Fact Retrieval</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sequencing</li> <li>• Inference</li> <li>• Fact Retrieval</li> <li>• Prediction</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Inference</li> <li>• Prediction</li> </ul>
<b>SPAG FOCUS</b>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and Progressive</li> <li>• Past tense</li> <li>• Editing</li> <li>• Prefix – un</li> </ul>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Apostrophe for Contractions</li> <li>• Subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Punctuation</li> <li>• Commas for lists</li> <li>• Co-ordinating conjunctions</li> <li>• Simple and</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit SPAG rules</li> <li>• Suffixes</li> <li>• Verbs</li> <li>• Homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Apostrophe for possession</li> <li>• Revisit SPAG rules</li> </ul>

	<ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Adjectives,</li> <li>• Nouns</li> <li>• Verbs.</li> <li>• Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix (-ful/ -less, -ment and -ness.)</li> </ul>	Progressive Past and present tense		
<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>• Phase 5 revision</li> <li>• Common Exception Words</li> <li>• Sounds with the beginning words 'kn, gn wr'.</li> <li>• Sound /s/ spelt 'c' before e, i and y.</li> <li>• Sounds 'dge and ge' at the end of words.</li> <li>• Sound /j/ often spelt with 'g' before e, l and y.</li> <li>• Sound /j/ always spelt with 'j' before a, o and u.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 5 revision</li> <li>• Common Exception Words</li> <li>• The sound // spelt with '-le' at the end of the word.</li> <li>• Sound // spelt '-el' at the end of words.</li> <li>• Sound // spelt with '-il' and '-al' at the end of the words,</li> <li>• Sounds adding -ies to nouns and verbs ending in -y.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6</li> <li>• Common Exception Words</li> <li>• Adding '-ed', '-er' and '-est' to a word ending in '-y' with a consonant before it.</li> <li>• Sounds adding '-ing' to a word ending in '-y' with a consonant before it.</li> <li>• Sound adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel.</li> <li>• Sound /or/ spelt 'a' before 'l' or 'll'.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6</li> <li>• Common Exception Words</li> <li>• Sound /u/ spelt with 'o'.</li> <li>• Sound /ee/ spelt with '-ey'.</li> <li>• Sound /o/ spelt with 'a' after 'w' and 'qu'.</li> <li>• Sound /zh/ spelt '-s'.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6</li> <li>• Common Exception Words</li> <li>• Suffixes '-ment', '-ness' and '-ful',</li> <li>• Suffixes '-less' and '-ly'.</li> <li>• Words ending in '-tion'.</li> <li>• The possessive apostrophes.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6</li> <li>• Common Exception Words</li> <li>• Homophones and near homophones.</li> <li>• Conjunctions such as so, that, because and or.</li> <li>• Months of the year/time.</li> <li>• Question words</li> <li>• Consolidation</li> </ul>
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words which reflects the size of the letters.</li> </ul>					
<b>SPEAKING OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• D'var Torah during Kabbalat Shabbat</li> <li>• Acting a scene from 'Not Now Bernard'.</li> </ul>	<ul style="list-style-type: none"> <li>• D'var Torah during Kabbalat Shabbat</li> </ul>	<ul style="list-style-type: none"> <li>• D'var Torah during Kabbalat Shabbat</li> <li>• Acting out alternative endings.</li> </ul>	<ul style="list-style-type: none"> <li>• D'var Torah during Kabbalat Shabbat</li> </ul>	<ul style="list-style-type: none"> <li>• D'var Torah during Kabbalat Shabbat</li> </ul>	<ul style="list-style-type: none"> <li>• D'var Torah during Kabbalat Shabbat</li> <li>• Reading Poems off by heart.</li> </ul>

<p><b>CLASS BOOK</b></p>	<ul style="list-style-type: none"><li>• The Boy Who Grew Dragons by Andy Shepherd</li></ul>	<ul style="list-style-type: none"><li>• The Twits by Roald Dahl</li></ul>	<ul style="list-style-type: none"><li>• Katie Morag Collection Books</li></ul>	<ul style="list-style-type: none"><li>• Dragons at Crumbling Castle by Terry Pratchett</li></ul>	<ul style="list-style-type: none"><li>• Florence Nightingale collection Books</li><li>• Books about plants (Links to Science Topic )- Eddie's Garden: and How to Make Things Grow by Sarah Garland</li></ul>	<ul style="list-style-type: none"><li>• Puffin Book of Utterly Brilliant Poetry by Brian Pattern</li></ul>
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