

	AUTUMN 1	AUTUMN 2				SPRING 1		SPRING 2		SUMMER 1			SUMMER 2		
<b>YEAR 2 CYCLE A</b>	Homes	Once Upon a Time			Christmas Poetry	Animal Planet		Letters!	How does your garden grow?	Minibeasts			Fire Fire	Stories from the same author	
	Main Text(s): <i>The Three Little Pigs, Rapunzel, Sleeping Beauty</i>	<i>How Does My Home Work? (Butterworth)</i>	List poems (The Works)	Main Texts: <i>The Mr Men (Hargreaves)</i>	Main texts: Calligrams	Main Texts: <i>The Gruffalo series The Snail &amp; The Whale (Donaldson),</i>	Main Text: <i>A First Book of Nature (Davies)</i>	Main Text: <i>The Day the Crayons Quit (Jeffers)</i>	Main Text: <i>'Stick Man' series (Donaldson)</i>	Main Text: <i>The Disgusting Sandwich (Edwards)</i>	Main Text: <i>Mad about Minibeasts (Andreae)</i>	Main Text: <i>Toby &amp; The Great Fire of London (Nash)</i>	Main Texts: <i>Gorilla, Zoo, Into the forest (Anthony Browne)</i>		
	Fairy tale ending	Explanations -	List poem about my bedroom	Write own Mr Man story	Recount - my trip to Happyland	Write a Christmas Calligram	Write a story ending	Non-fiction - Non-chron Reports	Writing a letter as a crayon colour	New adventure of Stickman	Instructions for making own disgusting sandwich	Writing poetry - Descriptive poem, using a simple rhythm	Diary entry about Great Fire of London		
	<b>SKILLS PROGRESSION</b> (when new skills introduced )														
	<b>WRITING:</b> New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently including the progressive form</li> </ul> <u>Spelling</u> revision of Y1 GPCs	<b>WRITING:</b> New skills introduced: <u>Grammar and Punctuation</u> sentences with different forms: statement, question, the present and past tenses correctly and consistently including the progressive form <u>Spelling (incl retention practice)</u> adding -ing, ed,(different roots) wr- kn- gn- -le -el -al				<b>WRITING:</b> New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> <u>Spelling (incl retention practice)</u> suffixes -ment, -ness, -ful, -less, -ly adding -er -est -y (different roots)			<b>WRITING:</b> New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> <li>apostrophes for omission &amp; singular possession</li> </ul> <u>Spelling (incl retention practice)</u> contractions homophones and near homophones		<b>WRITING:</b> New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> </ul> <u>Spelling (incl retention practice)</u> all, ball, call other, mother, brother -ey a after w- and qu- word, work, worm			<b>WRITING:</b> New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> <li>commas in lists</li> </ul> <u>Spelling (incl retention practice)</u> -il Cry, fly, dry pattern -es suffix (roots ending in y cries etc) war, warm television, treasure -tion	
	<b>SKILLS PROGRESSION</b> (consolidation throughout year)														
	<b>READING</b> Throughout year/consolidation skills: <u>Reading: Decoding</u> <ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multisyllable words containing these graphemes</li> <li>read common suffixes</li> <li>read exception words, noting unusual correspondences</li> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul> <u>Reading: Range of Reading</u> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being introduced to non-fiction books that are structured in different ways</li> </ul>	<b>READING</b> Throughout year/consolidation skills: <u>Reading: Poetry and Performance</u> <ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <u>Reading: Word Meanings</u> <ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> </ul> <u>Reading: Understanding</u> <ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>				<b>READING</b> Throughout year/consolidation skills: <u>Reading: Inference</u> <ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> </ul> <u>Reading: Prediction</u> <ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <u>Reading: Discussing Reading</u> <ul style="list-style-type: none"> <li>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>			<b>WRITING</b> Throughout year/consolidation skills: <u>Handwriting (throughout year)</u> form lower-case letters of the correct size relative to one another <ul style="list-style-type: none"> <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> </ul>		<b>WRITING</b> Throughout year/consolidation skills: <u>Planning and drafting writing</u> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>			<b>WRITING</b> Throughout year/consolidation skills: <u>Punctuation</u> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> </ul>	

