

	AUTUMN 1	AUTUMN 2	SPRING 1			SPRING 2			SUMMER 1			SUMMER 2					
YEAR 2 CYCLE A	Homes	Celebrations / Once Upon a Time		Frozen: Antarctica			How does your garden grow?			Nature Detectives			Oh I do like to be beside the seaside				
SUBJECT NARRATIVE	Main Text(s): <i>Super Duper Me</i> (Henn)	Main Text(s): <i>The Large Family</i> (Murphy)	Main Texts: <i>Bonfire / Firework poems</i>	Main texts: <i>LRRH, other Fairy Tales, True story of Three Little Pigs (Scieszka)</i>	Main Texts: <i>Lost and Found (Jeffers) plus other Oliver Jeffers books</i>	Main Text: <i>Penguins (Bone)</i>	Main Text: <i>Trapped by the Ice (McCurdy)</i>	Main Text: <i>Jack and the Beanstalk</i>	Main Text: <i>How do plants grow?</i>	<i>Poems on a theme - Plants</i>	Main Text: <i>Superworm (Donaldson)</i>	Main Text: <i>The Big Book of Bugs (Zommer)</i>	Main Text: <i>Mad about Minibeasts (Andrae)</i>	Main Texts: <i>The Lighthouse Keeper's Lunch</i>	<i>Clean up!</i> (Bryon & Adeola)		
	Facts about me	Stories set in familiar settings	Firework poems – Calligrams, exclamation and question marks.	Write alternative version of a fairy story.	Write a book review. Subordination sentences	Information text writing	Diary Entry as one of Shakleton's party	Retelling of Jack and the Beanstalk, including speech.	Explanation text - How do plants grow?	<i>Poetry – plant list poem</i>	Story writing using patterned language – invent new minibeast.	Explanation text – minibeasts – to make a class book.	Writing poetry - Descriptive poem, using adverbs	Letter to Seagulls about their behaviour!	Instructions for making own disgusting sandwich	Persuasive Writing - poster	
						SKILLS PROGRESSION (when new skills introduced)											
	WRITING: New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> expanded noun phrases to describe and specify. the present and past tenses correctly and consistently. 		WRITING: New skills introduced: <u>Grammar and Punctuation</u> <p>Sentences with different forms: question, exclamation.</p> <p>the present and past tenses correctly and consistently including the progressive form</p>			WRITING: New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) time conjunctions 			WRITING: New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> apostrophes for omission & singular possession speech punctuation Commas in lists <p>Organisational devices e.g. sub-heading, text box.</p>			WRITING: New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command adverbs 			WRITING: New skills introduced: <u>Grammar and Punctuation</u> <ul style="list-style-type: none"> imperative verbs <p>Organisational devices linked with instructions e.g. numbered lists, What you need,,,</p>		
	SKILLS PROGRESSION (consolidation throughout year)																
	<u>READING Throughout year/consolidation skills:</u> <p><u>Reading: Decoding</u></p> <ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending <p><u>Reading: Range of Reading</u></p>		<u>READING Throughout year/consolidation skills:</u> <p><u>Reading: Poetry and Performance</u></p> <ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p><u>Reading: Word Meanings</u></p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases <p><u>Reading: Understanding</u></p>			<u>READING Throughout year/consolidation skills:</u> <p><u>Reading: Inference</u></p> <ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions <p><u>Reading: Prediction</u></p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far <p><u>Reading: Discussing Reading</u></p> <ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those 			<u>WRITING Throughout year/consolidation skills:</u> <p><u>Handwriting (throughout year)</u></p> <p>form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> 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 write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 			<u>WRITING Throughout year/consolidation skills:</u> <p><u>Planning and drafting writing</u></p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils 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 proofreading to check for errors in spelling, grammar and punctuation 			<u>WRITING Throughout year/consolidation skills:</u> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> 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) <p><u>Spelling- Vocab Ninja- see plan</u></p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each 		

• 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

- being introduced to non-fiction books that are structured in different ways

- discussing the sequence of events in books and how items of information are related
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading

that they listen to and those that they read for themselves

spelling, including a few common homophones

- learning to spell common exception words