

	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2	
YEAR 2 CYCLE B	All About Me	Superheroes		Space			Weather and Nature			Fighting Fit!			Blue Planet			Go Wild (Africa)	
	Main Text: Marvellous Me: inside and out (Bullard)	Traction Man (Grey)	Main Text(s) Supertato (Hendra)	Main Texts: Look Inside Space (Lloyd Jones)	Main Texts: The Way Back Home (Jeffer)	Main Text Space Poems (Morgan)	Main Text: Cloudy with a Chance of Meatballs (Barrett) Until I Met Dudley (McGough)	Main Text: Like a Windy Day (Asch)	Main Text: George's Marvellous Medicine (Dahl)	Up and Down, Lost & Found (Jeffer)	Big Book of the Blue (Zommer)	The Coral Kingdom (Knowles Webber) Sea poetry (works)	Lila and The Secret of Rain (Conway and Daily)	The Colour of Home (Hoffman)			
	Zig-Zag book	Write a story ending	Non-chron report - day-by-day	Space explanation	Write a new adventure	Space poetry-patterns & classics	Adventure in Meatballs land	Weather machine-instructions	Descriptive Wind poem	Advert & Character profile	Medicine recipe	Journey story	Sea creature factfile	Sea poem	Weather report from a hot country	Diary of moving to a new country	
SKILLS PROGRESSION (when new skills introduced)																	
Y2	WRITING: New skills introduced: Grammar and Punctuation • expanded noun phrases to describe and specify sentences with different forms: statement, question • the present and past tenses correctly and consistently including the progressive form Spelling (incl retention practice) revision of Y1 GPCs			WRITING: New skills introduced: Grammar and Punctuation the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) sentences with different forms: command Spelling (incl retention practice) adding -ing, ed,(different roots) wr- kn- gn- -le -el -al			WRITING: New skills introduced: Grammar and Punctuation • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) sentences with different forms: command Spelling (incl retention practice) suffixes -ment, -ness, -ful, -less, -ly adding -er -est -y (different roots)			WRITING: New skills introduced: Grammar and Punctuation • apostrophes for omission • commas in lists Spelling (incl retention practice) contractions homophones and near homophones			WRITING: New skills introduced: Grammar and Punctuation • sentences with different forms: statement, question, exclamation, command Spelling (incl retention practice) all, ball, call other, mother, brother -ey a after w- and qu- word, work, worm			WRITING: New skills introduced: Grammar and Punctuation • commas in lists apostrophes for singular possession Spelling (incl retention practice) -il Cry, fly, dry pattern -es suffix (roots ending in y cries) war, warm television, treasure -tion	
SKILLS PROGRESSION (consolidation throughout year)																	
Y2	WRITING Throughout year/consolidation skills; Handwriting (throughout year) form lower-case letters of the correct size relative to one another • 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			WRITING Throughout year/consolidation skills; Planning and drafting writing • 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			WRITING Throughout year/consolidation skills; Punctuation • 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) Spelling • 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 spelling, including a few common homophones • learning to spell common exception words			READING Throughout year/consolidation skills; Reading: Decoding • 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 Reading: Range of Reading • listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond which they can read independently • being introduced to non-fiction books that are structured in different ways			READING Throughout year/consolidation skills; Reading: Poetry and Performance • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Reading: Word Meanings • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases Reading: Understanding • 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			READING Throughout year/consolidation skills; Reading: Inference • making inferences on the basis of what is being said and done • answering and asking questions Reading: Prediction • predicting what might happen on the basis of what has been read so far Reading: Discussing Reading • 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 that they listen to and those that they read for themselves	

