

**Year Group: 2**

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer** |
| **Text Title** | **Where the Wild Things Are – Maurice Sendak** | **The Magic Finger – Roald Dahl** | **Samson’s Titanic Journey – Lauren Graham, Roison Mathews** | **The Disgusting Sandwich**  **Hannah Shaw** | **The Owl Who Was Afraid of the Dark – Jill Tomlinson** |
| **Additional Texts** | Gruffalo – Julia Donaldson | * Other Roald Dahl Texts |  |  |  |
| **Genre/Outcomes** | * Poetry – ‘when the Wind Blows’ by John Foster – innovate – change the items blown, change the weather. * Narrative retell with embellishment – first half of the books – explode the moment. * Narrative retell – second half with embellishment * Narrative retell with substitution – create their own wild things | * Biography about Roald Dhal * Poetry – compose own poem through substitution * Narrative retell with embellishment * Narrative retell with substation | * Poetry – List poem about the Titanic * Fact file * Non-chronological report * Narrative retell * Narrative embellishment | * Narrative retell with embellishment * Narrative retell with substitution * Instructions * Persuasive adverts | * Fact file – nocturnal animals * Narrative retell and introduce a different nocturnal animal * Poetry - Owl Chinquapin poem * Recount – diary |
| **Reading Skills** | * I can talk about and give an opinion on a range of texts * I can discuss the sequence of events in books and how they are related to each other * I can retell orally some stories, including fairy stories and traditional tales * I can read for meaning, checking that the text makes sense and correcting inaccurate reading * I know and recognise simple recurring literary language in stories and poetry * I can talk about favourite words and phrases. * I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * I can answer and ask appropriate questions and make predictions on the basis of what has been read so far * I can draw simple inferences from illustrations, events and characters’ actions and speech | * I can talk about and give an opinion on a range of texts * I can discuss the sequence of events in books and how they are related to each other * I can retell orally some stories, including fairy stories and traditional tales * I can read for meaning, checking that the text makes sense and correcting inaccurate reading * I know and recognise simple recurring literary language in stories and poetry * I can talk about favourite words and phrases. * I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * I can answer and ask appropriate questions and make predictions on the basis of what has been read so far * I can draw simple inferences from illustrations, events and characters’ actions and speech | * I can talk about and give an opinion on a range of texts * I can discuss the sequence of events in books and how they are related to each other * I can retell orally some stories, including fairy stories and traditional tales * I can read for meaning, checking that the text makes sense and correcting inaccurate reading * I know and recognise simple recurring literary language in stories and poetry | * I can talk about favourite words and phrases. * I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * I can answer and ask appropriate questions and make predictions on the basis of what has been read so far * I can draw simple inferences from illustrations, events and characters’ actions and speech | * I can talk about and give an opinion on a range of texts * I can discuss the sequence of events in books and how they are related to each other * I can use prior knowledge and context and vocabulary explored to understand texts * I can retell orally some stories, including fairy stories and traditional tales * I can read for meaning, checking that the text makes sense and correcting inaccurate reading * I know and recognise simple recurring literary language in stories and poetry * I can talk about favourite words and phrases. * I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * I can answer and ask appropriate questions and make predictions on the basis of what has been read so far * I can draw simple inferences from illustrations, events and characters’ actions and speech. |
| **Composition** | * I can write narratives about personal experiences and those of others, both real and fictional. * I can plan and discuss the content of writing and record my ideas. * I am able to orally rehearse structured sentences or sequences of sentences. * I can proof-read to check for errors in spelling, grammar and punctuation. | * I can write narratives about personal experiences and those of others, both real and fictional. * I can write for different purposes, including real events. * I can plan and discuss the content of writing and record my ideas. * I am able to orally rehearse structured sentences or sequences of sentences. * I can proof-read to check for errors in spelling, grammar and punctuation. | * I can write narratives about personal experiences and those of others, both real and fictional. * I can write for different purposes, including real events. * I can plan and discuss the content of writing and record my ideas. | * I am able to orally rehearse structured sentences or sequences of sentences. * I can evaluate my own writing independently, with friends and with an adult. * I can proof-read to check for errors in spelling, grammar and punctuation. | * I can write narratives about personal experiences and those of others, both real and fictional. * I can write for different purposes, including real events. * I can plan and discuss the content of writing and record my ideas. * I am able to orally rehearse structured sentences or sequences of sentences. * I can evaluate my own writing independently, with friends and with an adult. * I can proof-read to check for errors in spelling, grammar and punctuation. |
| **Sentence Structure** | * I can use expanded noun phrases. | * I can use subordination and co-ordination. * I can use expanded noun phrases. * I can say how the grammatical patterns in a sentence indicate its function. | * I can use subordination and co-ordination. * I can use expanded noun phrases. | * I can say how the grammatical patterns in a sentence indicate its function. | * I can use subordination and co-ordination. * I can use expanded noun phrases. * I can say how the grammatical patterns in a sentence indicate its function. |
| **Text Structure** |  |  | * I consistently use the present tense and past tense correctly. | * I can use the progressive forms of verbs in the present and past tense. | * I consistently use the present tense and past tense correctly. * I can use the progressive forms of verbs in the present and past tense. |
| **Punctuation** | * I use capital letters for names of people, places, day of the week and the personal pronoun ‘I’. * I can use commas to separate items in a list. | * I use capital letters for names of people, places, day of the week and the personal pronoun ‘I’. * I can use commas to separate items in a list. | * I use capital letters for names of people, places, day of the week and the personal pronoun ‘I’. * I correctly use question marks and exclamation marks, | * I can use commas to separate items in a list. * I can use apostrophes to show where letters are missing and to mark singular possession in nouns. | * I use capital letters for names of people, places, day of the week and the personal pronoun ‘I’. * I correctly use question marks and exclamation marks, * I can use commas to separate items in a list. * I can use apostrophes to show where letters are missing and to mark singular possession in nouns. |
| **Vocabulary** | Tier 1  Tier 2 | Tier 1  Tier 2 | **Tier 1**  Titanic, Atlantic Ocean, Belfast, Captain Smith, shipyard, Carpathia, iceberg, crash  **Tier 2**  Grand, magnificent, scrumptious, aroma, wealthy, deafening, ear spliiting, perished, spectators, maiden voyage, glided peacefully | Tier 1  Tier 2  Edible, | **Tier 1**  Nocturnal, barn owl, afraid, landing branch, nest  **Tier 2**  Energetic, ravenous, bewildered, flummoxed, dumbfounded, petrified, devoured, discombobulated |
| **Grammar Lessons** | * Using a capital letter for names of people, places, the days of the week, and the personal pronoun I * Capital letters for names and for personal pronoun I * Learning how to use both familiar and new punctuation – full stops, capital letters, exclamation marks and questions marks * How words can combine to make sentences * Joining words and joining clauses using and * Learning how to use both familiar and new punctuation correctly – commas in a list * Commas to separate items in a list * Learn how to use expanded noun phrases to describe and specify | * Co-ordination * Subordination * How the grammatical patterns in a sentence indicate its function as a question * How the grammatical patterns in a sentences indicate it function in a command * Complete assessment and address gaps | * Use of –ly in standard English to turn adjectives into adverbs * Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * How the grammatical patterns in a sentence indicate its function as an exclamation * How the grammatical patterns in a sentence indicate its function as a statement * Learn how to use the present and past tense correctly and consistently including the progressive form | * Correct choice and consistent use of present tense and past tense throughout writing * Formation of nouns using suffixes such as –ness –er and by compounding * Formation of adjectives using suffixes such as –ful –less * Complete assessment and address gaps | * Use of the suffixes –er, -est in adjectives * Consolidation units * Complete assessment and address gaps |