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**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
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| **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
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* 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.
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| **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.
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* I can write for different purposes, including real events.
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| **Sentence Structure** | * I can use expanded noun phrases.
 | * I can use subordination and co-ordination.
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| **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.
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| **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.
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* 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.
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| **Vocabulary**  | Tier 1Tier 2 | Tier 1Tier 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 1Tier 2Edible,  | **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
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