

English Year 2						
	Autumn term		Spring term		Summer term	
	Stories with a familiar setting Gorilla - Anthony Browne This Rabbit belongs to Emily Brown - Cressida Cowell (3 weeks) Stories from other cultures Rama and Sita (1 week)	Creative Literacy  Poetry Performance  Christmas Play	Traditional Tales (5 weeks). Rapunzel and other traditional tales Tales from other cultures (2 weeks) Ananse and the Golden Box of Stories	Creative Literacy  Poetry Performance  TRAWL book launch	Stories by the same author (3 weeks)- Julia Donaldson	Creative Literacy  Poetry Performance  Create stop animation film of What the Ladybird heard and share with parents.
Reading outcomes	<ul style="list-style-type: none"> <li>• Reading aloud/inference</li> <li>• Discussing sequence of events</li> <li>• Retell stories.</li> <li>• Recognise re-occurring language</li> <li>• Predict what might happen</li> <li>• Retrieving information.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation, listening and discussion.</li> <li>• Discuss favourite words and phrases.</li> <li>• Discuss sequence of events in books (inference)</li> <li>• Explain and discuss understanding of books.</li> <li>• Identifying writer's toolkit and its effect on readers.</li> </ul>		<ul style="list-style-type: none"> <li>• Listening/discussion</li> <li>• Familiar with range of texts.</li> <li>• Linking new meanings to words.</li> <li>• Predicting and answering questions.</li> <li>• Comparing texts</li> <li>• Links to personal experiences</li> </ul>	
Writing outcomes	<ul style="list-style-type: none"> <li>• Re – telling a story with a familiar setting</li> <li>• Narrative about experience of others</li> <li>• Stamina development</li> <li>• Planning or saying out loud.</li> </ul>		<ul style="list-style-type: none"> <li>• Stamina and positive attitude to writing.</li> <li>• Narrative about experiences of others.</li> <li>• Planning or saying out loud</li> <li>• Making additions and corrections.</li> <li>• Writing down new ideas or vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Stamina</li> <li>• Links to personal experiences</li> <li>• Encapsulating/sentence by sentence</li> </ul>	

	<ul style="list-style-type: none"> <li>• Make additions and corrections.</li> </ul>		<ul style="list-style-type: none"> <li>• Proof read.</li> <li>• Using writer's toolkit to engage readers</li> </ul>			
SPAG outcomes	<ul style="list-style-type: none"> <li>• Verbs/adjectives/nouns</li> <li>• Read with intonation and expression</li> <li>• Writing in clear sentences using capital letters and full stops</li> <li>• Suffixes</li> <li>• tenses</li> </ul>		<ul style="list-style-type: none"> <li>• Subordination</li> <li>• Noun phrases</li> <li>• Adjectives/descriptive sentences</li> <li>• De-mark sentences</li> <li>• Co-ordinating and subordinating conjunctions</li> <li>• Verb tenses</li> <li>• Sentence types</li> <li>• Copying up TRAWL story in best handwriting</li> </ul>		<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Adverbs/adjectives</li> <li>• Powerful verbs</li> <li>• Conjunctions</li> <li>• Verb tenses.</li> </ul>	
<b>Non-fiction</b>	Instructions (2 weeks) Explanations (3 weeks) Christmas Letters sent from children in Europe		Reports (3 weeks) Dr Xargle's book of Earthlets - Tony Ross Letters/Recounts (2 weeks) Meerkat Mail		Reports (2 weeks) - Castles texts Letters/Recounts (2 weeks) The Minpins- Roald Dahl	
Reading outcomes	<ul style="list-style-type: none"> <li>• Compare how items of information are related.</li> <li>• Clarify meaning of words and choose favourite words.</li> <li>• Draw on prior knowledge.</li> <li>• Read aloud to a partner.</li> <li>• Be introduced to non-fiction books being structured in different ways.</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss/ express views.</li> <li>• Link new meanings to known vocab.</li> <li>• Draw on what they already know.</li> <li>• Predict</li> <li>• Participate in discussion</li> <li>• Structure of non-fiction texts</li> </ul>		<ul style="list-style-type: none"> <li>• Research</li> <li>• Draw on what they know.</li> <li>• Asking and answering questions.</li> <li>• Read a loud to partner</li> </ul>	

Writing outcomes	<ul style="list-style-type: none"> <li>• Stamina for writing</li> <li>• Real events</li> <li>• Writing for different purposes.</li> <li>• Plan before they write.</li> <li>• Proof read and evaluate.</li> </ul>		<ul style="list-style-type: none"> <li>• Writing for different purposes.</li> <li>• Stamina for writing</li> <li>• Planning, make revisions for writing.</li> </ul>		<ul style="list-style-type: none"> <li>• Stamina for writing.</li> <li>• Real events</li> <li>• Different purposes</li> <li>• Plan, evaluate and amend.</li> </ul>	
SPAG outcomes	<ul style="list-style-type: none"> <li>• Time conjunctions</li> <li>• Forms of verbs</li> <li>• Commands</li> <li>• Questions</li> </ul>		<ul style="list-style-type: none"> <li>• Sentence types</li> <li>• Tenses</li> <li>• Co-ordinating conjunctions</li> <li>• Apostrophes</li> <li>• Contractions</li> </ul>		<ul style="list-style-type: none"> <li>• Subordination and co-ordination</li> <li>• Adverbs</li> <li>• Apostrophes for possession and contractions</li> <li>• Prepositions</li> </ul>	
<b>Poetry</b>	Poems with Patterns (2 weeks)		Shape poems (1 week)		Nonsense poems (1 week)	
Reading outcomes	<ul style="list-style-type: none"> <li>• Identify rhyming words in poetry</li> <li>• Identifying patterns and number of syllables in poetry</li> <li>• Clarifying the meaning of words and expressing likes</li> </ul>		<ul style="list-style-type: none"> <li>• Selecting favourite poems and giving a reason for preferences.</li> <li>• Identifying poet's intent in choosing particular shape.</li> </ul>		<ul style="list-style-type: none"> <li>• Selecting favourite poems and giving a reason for preferences.</li> <li>• Identifying rhyming words.</li> </ul>	

	and dislikes for poet's ideas.					
Writing outcomes	<ul style="list-style-type: none"> <li>• to continue a pattern in own writing.</li> <li>• to use ideas from read poems to inspire own writing</li> <li>• to write descriptive sentences.</li> </ul>		<ul style="list-style-type: none"> <li>• to follow the format of a shape poem.</li> <li>• to use ideas from read poems to inspire own writing</li> <li>• to write descriptive sentences.</li> </ul>		<ul style="list-style-type: none"> <li>• to continue a pattern in own writing.</li> <li>• to use ideas from read poems to inspire own writing</li> <li>• to write descriptive sentences.</li> <li>• To write with a target (humour) in mind.</li> </ul>	
SPAG outcomes	<ul style="list-style-type: none"> <li>• To copy up poems in best handwriting</li> <li>• To use phonics to support spelling</li> </ul>					

