

Year 2-Summer

	Week 1 	Week 2 	Week 3 	Week 4 	Week 5 	Week 6 	Week 7 	Week 8 	Week 9 	Week 10 	Week 11 	Week 12 Assessment Week	Week 13 Wellnes s Week
<p>Grammar and Punctuation</p>	<p>Capital letters for names and for the personal pronoun I [Revision of Year 1]. Formation of adjectives using suffixes such as -ly Subordination (using when, if, that, because) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling.</p> <p>Writing (Composition) Develop positive attitudes towards and stamina for writing by: • Writing for different purposes</p> <p>Consider what they are going to write before beginning by: • Encapsulating what they want to say, sentence by sentence</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Writing (Composition) Develop positive attitudes towards and stamina for writing by: Writing for different purposes Consider what they are going to write before beginning by: Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions, and corrections to their own writing by: Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists Learn how to use: Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly] 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). The grammar for year 2 in English Appendix 2.</p> <p>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] .</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command. Use apostrophes for contraction and singular possession. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Writing (Composition) Writing for different purposes Planning or saying out loud what they are going to write about. Proof-reading to check for errors in spelling, grammar, and punctuation [for example, ends of sentences punctuated correctly.]</p>									

	Make simple additions, revisions and corrections to their own writing by: Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]		Read aloud what they have written with appropriate intonation to make the meaning clear.		
Handwriting	Whole Words, Capital Letters and Mixed Letter Families Bottom Exit Letter Joins Top Exit letter Joins Mixed Letter Joins	Whole Words, Capital Letters and Mixed Letter Families Mixed Letter Joins Numbers and Symbols	Whole words, mixed letter families and focus on bottom exit joins. Focus on top exit letter joins. Mixed Letter joins	Whole Words Capital Letters Mixed Letter Families and Mixed Letter joins. Refining Skills-revision.	
Spelling Spelling Shed	Week 1- Challenge Words Week 2- Words where 'y' makes an /igh/ sound Week 3- Words where '-es' is added to words ending in 'y'.	Week 3- Words where '-es' is added to words ending in 'y'. Week 4- Words where '-ed' is added to words ending in 'y'. Week 5- Words where '-er' and '-est' are added to words ending in 'y'. Week 6- Words where '-ing' is added to words ending in 'e',	Week 7- Challenge words Week 8- Words where '-er', '-est', and '-ed' are added to words ending in 'e' Week 9- Words where '-ing' is added to single syllable words	Week 10- Words where '-ed' is added to single syllable words. Week 11- Words where 'a' makes an /or/ sound before 'l' and 'll' Week 13- Words where 'o' makes an /u/ sound.	

Class Read	<h2>Reading for Pleasure</h2>
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Read, Write Inc/Whole Class Guided Reading

Writing outcomes	Outcomes: Questions, diary entry Dialogue, narrative, instructions. Main outcome: Non-chronological report.	Outcomes: Questions, expanded noun phrases, character description. DADWAVERS journalistic writing action sentences dialogue narrative opening Main outcome: 3rd person narrative	Outcomes: Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions Main outcome: Own version fantasy world narrative	Outcomes: Short explanations, writing in role, reports, adverts Main outcome: Leaflet for a local landmark	
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Writing Sequence	<p>Lesson 1. To understand the thoughts and feelings of a Character.</p> <p>Lesson 2. To be able to identify and understand the features of a diary.</p> <p>Lesson 3. To write a diary entry</p>	<p>Lesson 1. To be able to identify and understand the features of instructions.</p> <p>Lesson 2. To be able to write a set of instructions.</p> <p>Lesson 3. To be able to edit and improve a piece of writing by responding to feedback.</p>	<p>Lesson 1. To understand the sequence of events in a narrative. To write questions and statements</p> <p>Lesson 2. To understand how to create an effective expanded noun phrase.</p>	<p>Lesson 1. To identify the features of a good story opening using DADWAVERS.</p> <p>Lesson 2. To understand what a verb is and how they can impact the meaning. To understand the difference</p>	<p>Lesson 1. I can plan my narrative.</p> <p>Lesson 2. I can write my 3rd person narrative.</p> <p>Lesson 3. I can write my 3rd person narrative.</p> <p>Lesson 4.</p>	<p>Lesson 1. To use conjunctions to make predictions.</p> <p>Lesson 2. To use expanded noun phrases to create a found poster.</p> <p>Lesson 3. To use prepositions</p>	<p>Lesson 1. To use noun phrases to write a space log.</p> <p>Lesson 2. To use commas in lists to write an invitation.</p> <p>Lesson 3. To use prepositions to write a fantasy</p>	<p>Lesson 1. To plan a story based on a familiar structure.</p> <p>Lesson 2. To write the opening to my story.</p> <p>Lesson 3. To write the middle section of my story.</p> <p>Lesson 4.</p>	<p>Lesson 1. To draw upon what they already know or on background information and vocabulary provided by the teacher.</p> <p>Lesson 2. To use the subordinating conjunction 'when' To use verbs in</p>	<p>Lesson 1. To identify how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Lesson 2. To ask relevant questions to extend their</p>	<p>Lesson 1. To plan or say out loud what they are going to write about.</p> <p>Lesson 2. To identify how the grammatical patterns in a sentence indicate its function as a command.</p> <p>Lesson 3.</p>	
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	<p>including the correct features.</p> <p>Lesson 4. To be able to write a dialogue between two characters.</p> <p>Lesson 5. To be able to identify and understand the features of instructions.</p>	<p>Lesson 4. To be able to design and describe a new weather Machine.</p> <p>Lesson 5. To be able to create an instructional poster about a new weather machine. Assess and Evaluate.</p>	<p>Lesson 3. To understand the difference between exclamation sentences and statements. To choose appropriate character adjectives.</p> <p>Lesson 4. To write key expanded noun phrases to create a character description.</p> <p>Lesson 5. To use punctuation consistently: ! ? and . To understand the difference between past and present tense.</p>	<p>between past and present tenses.</p> <p>Lesson 3. To use a wide range of punctuation in their writing through the use of inverted commas for speech.</p> <p>Lesson 4. To write description, action and dialogue sentences using DAD(WAVE RS).</p> <p>Lesson 5. To use fronted adverbials, conjunctions, powerful verbs and expanded noun phrases to write a narrative in the 3rd person with a consistent tense.</p>	<p>I can peer assess and evaluate my narrative.</p>	<p>to write a diary entry.</p> <p>Lesson 4. To use a range of sentence types to write in role.</p> <p>Lesson 5. To use modal verbs to give advice.</p>	<p>setting description.</p> <p>Lesson 4. To explore the meaning of the story from different perspective</p> <p>Lesson 5. To use noun phrases to create a character profile.</p>	<p>To write the ending of my story.</p> <p>Lesson 5. To peer assess, evaluate and publish my work.</p>	<p>their progressive form.</p> <p>Lesson 3. To use and correctly spell words that have been suffixed with -ness or -ment.</p> <p>Lesson 4. To use an apostrophe for singular possession To use an apostrophe for simple contractions To spell common exception words.</p> <p>Lesson 5. To write expanded noun phrases for description and specification.</p>	<p>understanding and knowledge To use question marks correctly.</p> <p>Lesson 3. To use the progressive form of verbs To use statements, questions, exclamation s and commands.</p> <p>Lesson 4. To write expanded noun phrases for description and specification .</p> <p>Lesson 5. To draw upon what they already know or on background information and vocabulary provided by the teacher.</p>	<p>To use the progressive form of verbs.</p> <p>Lesson 4. To use statements, questions, exclamation s and commands.</p> <p>Lesson 5. I can peer assess and evaluate my leaflet.</p>		
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