				Year	2-Spring		
	Week 1 Week 2	Neek 3 Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
PRIMARY CONTRACTOR	Jim sta Beanstalk Beanstalk Beanstalk Sepred Broge	Jim series Segment Brays	A ROTECTON	Nates PROTECTORS	RENTE REFLEC	REPARTING THE REPART	Grandad's Campero
Grammar and Punctuation	Suffixes that can be added to verbs we change is needed in the spelling of ro- (e.g., helping, helped, helper). Subordination (using when, if, that, or and co-ordination (using or, and, or b) Sequencing sentences to form short of Correct choice and consistent use of tense and past tense throughout writi Use of the progressive form of verbs present and past tense to mark action progress [for example, she is drummi shouting] Use of the suffixes –er, –es adjectives and the use of –ly in Stand English to turn adjectives into adverbs Writing (Composition) Discuss what they have written with th or other pupils (Y1) Develop positive attitudes towards stamina for writing by: Writing narratives about personal exp and those of others (real and fictional Writing for different purposes. Consider what they are going to write beginning by: Planning or saying out they are going to write about. Make simple additions, revisions a corrections to their own writing by reading to check that their writing mal and that verbs to indicate time are us correctly and consistently, including v continuous/progressive form. Evaluating their writing with the teach other pupils. Re-reading to check that their writing sense and that verbs to indicate time correctly and consistently, including v continuous/progressive form. Evaluating their writing with the teach other pupils. Re-reading to check that their writing sense and that verbs to indicate time correctly and consistently, including v continuous/progressive form. Read aloud what they have written wi appropriate intonation to make the me clear.	oot wordspronoun I [F Formation of as -ly Subc because) E description the blue but moon].in the ns in ng, he was t in lardHow the gra indicate its exclamation Correct cho tense and p Use of the p present and progress [for was shoutin Use of cap marks and o sentences.and oeriences).Writing (Co Develop po stamina for • Writing po • Writing po • Writing fornd c Re- kes sense ed er andConsider w before beg • Encapsula sentence by Make simpl corrections • Proof-read grammar ar of sentence	tal letters, full stop exclamation marks separate items in s to mark where le pelling. omposition) sitive attitudes tow writing by: etry different purposes what they are goin inning by: ting what they war	suffixes such hen, if, that, ases for for example, he man in the in a sentence ment, question, use of present out writing. verbs in the k actions in drumming, he s, question to demarcate a list. tters are ards and g to write ht to say, ns and by: rors in spelling, example, ends	Capital letters for n personal pronoun I 1]. Formation of adject such as –ly Subord when, if, that, beca noun phrases for d specification [for ex- butterfly, plain flour moon]. Apostrophes for on possession. Correct choice and present tense and throughout writing. Use of the progress in the present and actions in progress is drumming, he wa Writing (Composi Develop positive at and stamina for wri Writing narratives a experiences and th and fictional) Writing poetry Writing for different Consider what they before beginning b Planning or saying are going to write a Writing down ideas including new voca Encapsulating wha sentence by senter Make simple additi corrections to their Evaluating their wri teacher and other of Rereading to check makes sense and t indicate time are us	[Revision of Year tives using suffixes lination (using use) Expanded escription and cample, the blue r, the man in the nission and consistent use of past tense sive form of verbs past tense to mark for example, she as shouting]. tion) titudes towards iting by: about personal lose of others (real t purposes / are going to write y: out loud what they about. and/or key words, abulary. t they want to say, nce. ons, revisions and own writing by: iting with the children. t that their writing that verbs to	Develop their underst English appendix 2 by Learning how to use if correctly, including fur marks, question mark for contracted forms a Learn how to use: Sentences with different exclamation, commar describe and specify past tense correctly a progressive form Sub because). Writing (Composition Develop positive attitute by: Writing narratives about of others (real and fice Writing poetry Writing for different put Consider what they a Planning or saying out about. Writing down ideas and vocabulary. Encapsulating what the sentence. Make simple additions own writing by: Evalu- and other children. Rereading to check the verbs to indicate time including verbs in the Proofreading to check the verbs to indicate time including verbs in the Proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time including verbs in the proofreading to check the verbs to indicate time into a the verbs to indicate time verbs to indicate time ver

Week 10





standing of the concepts set out in by:

e both familiar and new punctuation ull stops, capital letters, exclamation rks, commas for lists and apostrophes and the possessive (singular)

erent forms: statement, question, and. Expanded noun phrases to y [for example, the blue butterfly] The and consistently, including the ubordination (using when, if, that, or

ion)

titudes towards and stamina for writing

bout personal experiences and those ictional)

purposes

are going to write before beginning by: out loud what they are going to write

and/or key words, including new

they want to say, sentence by

ns, revisions and corrections to their luating their writing with the teacher

that their writing makes sense and that ne are used correctly and consistently, ne continuous form.

eck for errors in spelling, grammar and ample, ends of sentences punctuated

ey have written with appropriate the meaning clear.

Spelling Spelling Shed.	Week 1-Words where 'dge' makes a /j/ sound. Week 2-Words where 'ge' makes a /j/ sound. Week 3-Words where 'g' makes a /j/ sound.			Week 4- Words where 'c' makes an /s/ sound before 'e', 'i' and 'y'. Week 4 - Words where 'kn' and 'gn' make a /n/ sound at the beginning of words. Week 6- Challenge words			consistently, including verbs in the continuous form. Proofreading 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. Week 7 - Words where 'wr' makes a /r/ sound at the beginning of words. Week 8- Words ending in 'le'.		Week 9- Words ending in 'el'. Week 10- Words ending in 'al'. Week 11- Words ending in 'il'.		
Handwriting	Numbers and symbols 0-9, ?, !, @, £,& and \$.	Whole words Mixed Letter Families Focus on bottom exit letter joins.	Whole words Mixed Letter Families Focus on bottom exit letters to the letter 'e'.	Whole words Mixed Letter Families Focus on bottom exit letters to the letter 'e'.	Whole words Mixed Letter Families Focus on top exit letters joining to Group T1 letters.	Whole words Mixed Letter Families Focus on top exit letters joining to Group T2 letters.	Numbers and symbols 0-9, ?, !, @, £,& and \$.	Whole words Mixed Letter Families Focus on bottom exit letter joins.	Whole words Mixed Letter Families Focus on bottom exit letter joins.	Whole words Mixed Letter Families Focus on top exit letters joining to Group T1 letters.	Whole words Mixed Letter Families Focus on top exit letters joining to Group T2 letters.
Class reading					· · · · · · · · · · · · · · · · · · ·		or Pleas	-			
books Writing outcomes	Outcomes: Narrative re-telling (including dialogue), thought bubbles, informal letters Main outcome: Sequel story			Outcomes: List poems, non-chronological reports (animals), chronological reports (life- cycles), character description, protest signs Main outcome: Environmental campaign.			Outcomes: Letters to persuade and complain. Poems Main outcome: Poem		Outcomes: Labels, memories poems, interviews, photo album captions, 'Wish you were here' postcards Main outcome: Sequel narrative.		
Writing Sequence	Lesson 1. To make predictions about events in a story. Lesson 2. To substitute consonants to make rhyming words To learn the spelling pattern for g before e, i, and y. Lesson 3. To discuss a characters thoughts and	Lesson 1. To retell a known story. Lesson 2. To know and apply the spelling pattern for adding –ed, – ing to root words ending in consonantlett er –y. Lesson 3. To plan sections of a narrative sequence	Lesson 1. To innovate ideas in a known story. Lesson 2. To plan events in an invented narrative. Lesson 3. To write an opening paragraph. Lesson 4. To write the middle section of a story. Lesson 5.	Lesson 1. To create a simple sentence on a theme. Lesson 2. To create a poem based on a simple structure. Lesson 3. To consider what to write by planning for creating sentences. Lesson 4.	Lesson 1. To use expanded noun phrases to describe and specify. Lesson 2. To write a non- chronological report To use coordinating and subordinating conjunctions. Lesson 3. To write a chronological	Lesson 1. To plan to write for different purposes To look at the effect of 'ful' and 'less' as suffixes. Lesson 2. To use coordinating and subordinatin g conjunctions	Lesson 1. I am learning to draw on knowledge of	Lesson 1. am learning to write a list poem. Lesson 2. I am learning to write a poem based on another. Lesson 3. I am learning to write a poem with more abstract themes. Lesson 4. I am learning to use sentences with different forms in my work. Lesson 5.	Lesson 1. To use a range of objects to make prediction. Lesson 2. To create labels using lists. Lesson 3. To explore the concept of memories. Lesson 4. To use expanded noun phrases	Lesson 1. To use the past progressive tense to create captions for photos. Lesson 2. To write a postcard in role using the past tense. Lesson 3. To explain and discuss my opinion about a book.	Lesson 1. To use adjectives and expanded noun phrases to write the opening to my story. Lesson 2. To write the middle of my story in the past tense. Lesson 3. To use feelings and senses to write the ending to my story. Lesson 4. To edit and improve my writing I can re- read my writing to check it makes sense.

feelings.	based on a	To write the	To	report.	To edit and	omission and	I can plan my own	to describe a	To explore	L
Loopon 4	known story.	conclusion	understand	Loopon 4	improve	possession.	poem.	memory.	themes in a	Lesson 5.
Lesson 4.		section of a	that	Lesson 4.	writing.				story	Spare Lesson
To use	Lesson 4.	story.	sentences	To research		Lesson 4	Lesson 6.	Lesson 5.		
(coordinating)	To use the		have different	information in	Lesson 4.	I am learning	I can write my own	To write	Lesson 4.	
conjunctions	conventions	Lesson 6.	forms.	order to be	To write up	to write a	poem.	questions to	To sequence	
such as and,	of speech	To proof read,		accurate.	and publish	persuasive		create an	the events of a	
but, so and or.	punctuation.	peer assess	Lesson 5.		my work.	letter.		interview.	story.	
		and evaluate	To use the	Lesson 5.						
Lesson 5.	Lesson 5.	my writing.	present tense	To edit and	Lesson 5.	Lesson 5.			Lesson 5.	
To identify the	To write in		correctly and	improve	Spare	I am learning			To plan a sequel	
key events in	role, using		consistently.	writing.	Lesson.	to write a letter			for a narrative.	
the story and	the features					of complaint.				
sequence	of informal									
them.	letters.									