





Year 2-Spring

	<p>Week 1</p> 	<p>Week 2</p> 	<p>Week 3</p> 	<p>Week 4</p> 	<p>Week 5</p> 	<p>Week 6</p> 	<p>Week 7</p> 	<p>Week 8</p> 	<p>Week 9</p> 	<p>Week 10</p> 	<p>Week 11</p> 	
<p>Grammar and Punctuation</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper). Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Sequencing sentences to form short narratives. 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 the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p> <p>Writing (Composition) Discuss what they have written with the teacher or other pupils (Y1)</p> <p>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional). Writing for different purposes. Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about.</p> <p>Make simple additions, revisions and corrections to their own writing by: Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form. 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, including verbs in the continuous/progressive form. Read aloud what they have written with appropriate intonation to make the meaning clear.</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:</p> <ul style="list-style-type: none"> • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] . 			<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]. Apostrophes for omission and possession. 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].</p> <p>Writing (Composition) Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about. • Writing down ideas and/or key words, including new vocabulary. <p>Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other children. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and</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, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 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 past tense correctly and consistently, including the progressive form Subordination (using when, if, that, or because).</p> <p>Writing (Composition) Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about. • Writing down ideas and/or key words, including new vocabulary. <p>Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other children. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and 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.</p>		

							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.				
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			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.

Read, Write Inc/Whole Class Guided Reading

Class reading books	Reading for Pleasure										
----------------------------	-----------------------------	--	--	--	--	--	--	--	--	--	--

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	<p>Lesson 1. To make predictions about events in a story.</p> <p>Lesson 2. To substitute consonants to make rhyming words To learn the spelling pattern for g before e, i, and y.</p> <p>Lesson 3. To discuss a characters thoughts and</p>	<p>Lesson 1. To retell a known story.</p> <p>Lesson 2. To know and apply the spelling pattern for adding -ed, -ing to root words ending in consonantletter -y.</p> <p>Lesson 3. To plan sections of a narrative sequence</p>	<p>Lesson 1. To innovate ideas in a known story.</p> <p>Lesson 2. To plan events in an invented narrative.</p> <p>Lesson 3. To write an opening paragraph.</p> <p>Lesson 4. To write the middle section of a story.</p> <p>Lesson 5.</p>	<p>Lesson 1. To create a simple sentence on a theme.</p> <p>Lesson 2. To create a poem based on a simple structure.</p> <p>Lesson 3. To consider what to write by planning for creating sentences.</p> <p>Lesson 4.</p>	<p>Lesson 1. To use expanded noun phrases to describe and specify.</p> <p>Lesson 2. To write a non-chronological report To use coordinating and subordinating conjunctions.</p> <p>Lesson 3. To write a chronological</p>	<p>Lesson 1. To plan to write for different purposes To look at the effect of 'ful' and 'less' as suffixes.</p> <p>Lesson 2. To use coordinating and subordinating conjunctions</p> <p>Lesson 3.</p>	<p>Lesson 1. I am learning to draw on knowledge of vocabulary to understand texts.</p> <p>Lesson 2. I am learning to use persuasive words and phrases.</p> <p>Lesson 3. I am learning when to use an apostrophe for</p>	<p>Lesson 1. am learning to write a list poem.</p> <p>Lesson 2. I am learning to write a poem based on another.</p> <p>Lesson 3. I am learning to write a poem with more abstract themes.</p> <p>Lesson 4. I am learning to use sentences with different forms in my work.</p> <p>Lesson 5.</p>	<p>Lesson 1. To use a range of objects to make prediction.</p> <p>Lesson 2. To create labels using lists.</p> <p>Lesson 3. To explore the concept of memories.</p> <p>Lesson 4. To use expanded noun phrases</p>	<p>Lesson 1. To use the past progressive tense to create captions for photos.</p> <p>Lesson 2. To write a postcard in role using the past tense.</p> <p>Lesson 3. To explain and discuss my opinion about a book.</p>	<p>Lesson 1. To use adjectives and expanded noun phrases to write the opening to my story.</p> <p>Lesson 2. To write the middle of my story in the past tense.</p> <p>Lesson 3. To use feelings and senses to write the ending to my story.</p> <p>Lesson 4. To edit and improve my writing I can re-read my writing to check it makes sense.</p>
-------------------------	--	---	---	---	--	---	--	--	--	--	---

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