



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>Shopping in the Past</b>	<b>Around the World</b>	<b>Transport</b>		<b>Maps</b>	<b>Castles</b>
<b>Text, Music and Film Stimulus</b>	<b>Text</b> -The Boy Who Cried Wolf <b>Text</b> -Billy Goats Gruff <b>Text</b> -The Gruffalo <b>Text</b> -Room on the Broom	<b>Text</b> -Magic Bike <b>Text</b> - Dear Miss <b>Text</b> - Arts and Crafts around the World	<b>Text</b> -To the Rescue <b>Text</b> -Race to the Finish	<b>Video</b> -Hey, Duggee! (The Train Badge) <b>Text</b> -Hector and the Big Bad Knight <b>Video</b> -Whistleless	<b>Text</b> -Tom and Island of Dinosaurs <b>Text</b> -The Smartest Giant in Town <b>Text</b> -Tiger Child	<b>Texts</b> -Variety of non-fiction leaflets
<b>Writing-Opportunities</b>	<b>Traditional Tales</b> Sentence work <b>(The Boy Who Cried Wolf)</b>  Sentence work <b>(The Three Billy Goats Gruff)</b>  <b>Description</b> Description of own Gruffalo character <b>(The Gruffalo)</b>  <b>Recount</b> Explaining what happened in the story <b>(Room on the Broom)</b>	<b>Explanation Writing</b> Explaining the features of own magic bike  <b>Letter Writing</b> Write a letter to the main character of the story <b>(Magic Bike)</b> <b>(cross curricular)</b>  Letter to teacher about why they are unable to come to school <b>(Dear Miss)</b> <b>(cross curricular)</b>  <b>Instruction Writing</b> How to make a paper	<b>Recount Writing</b> Recount story using conjunctions <b>(To the Rescue)</b>  <b>Descriptive Writing</b> Describing scene from the story <b>(Race to the Finish)</b>  <b>Recount Writing</b> Recount trip to National Railway Museum <b>(cross curricular)</b>  <b>Chronological</b>	<b>Poetry</b> Train Poem <b>(Hey, Duggee!-The Train Badge)</b> <b>(cross curricular)</b>  <b>Explanation Writing</b> Explaining decisions for a trip <b>(Hector and the Big Bad Knight)</b>  <b>Diary Writing</b> Diary of bird <b>(Whistleless)</b>	<b>Descriptive Writing</b> Write a descriptive scene from a story <b>(Tom and Island of Dinosaurs)</b> <b>(cross curricular)</b>  Describe the events in a story <b>(The Smartest Giant in Town)</b>  <b>Recount Writing</b> Retell a story <b>(Tiger Child)</b>	<b>Persuasive Writing</b> Persuasive writing about Highfield  <b>Leaflet Writing</b> Create leaflet about Skipton Castle <b>(cross curricular)</b>  <b>Non Chronological Report: Diary Writing</b> Diary of a Knight <b>(cross curricular)</b>  <b>Poetry</b>

		<p>plate fish</p> <p>How to make a Christingle</p> <p>How to make a bauble <b>(Arts and Crafts around the World)</b></p>	<p><b>Report</b> Report about Amy Johnson <b>(cross curricular)</b></p>	<p><b>Non-Chronological Report</b> Materials: Properties and use of materials <b>(cross curricular)</b></p>		<p>Castle Poetry <b>(cross curricular)</b></p> <p><b>Letter Writing</b> Write a letter to new teacher <b>(writing for a purpose)</b></p>
<p>Writing- Grammar, Vocabulary &amp; Punctuation</p>	<ul style="list-style-type: none"> <li>nouns</li> <li>capital letters</li> <li>full stops</li> <li>adjectives</li> <li>sentence openers</li> <li>verbs (including ed)</li> <li>adjectives</li> <li>conjunctions</li> </ul>		<ul style="list-style-type: none"> <li>subordination and coordination</li> <li>past tense</li> <li>adverbials for time</li> <li>statements/commands/questions</li> <li>contractions</li> <li>possessive apostrophes</li> </ul>		<ul style="list-style-type: none"> <li>contractions</li> <li>past tense verbs</li> <li>nouns, verbs and adjectives</li> <li>sentences openers</li> <li>persuasive verbs</li> </ul>	
<p>Writing- Spelling (transcription )</p>	<p><b>Year 2 statutory spellings sent home at beginning and end of each term to learn as part of their home spellings</b></p> <p>Spellings to learn at home are linked directly to phonics teaching</p>		<p><b>Year 2 statutory spellings sent home at beginning and end of each term to learn as part of their home spellings</b></p> <p>Spellings to learn at home are linked directly to phonics teaching</p>		<p><b>Year 2 statutory spellings sent home at beginning and end of each term to learn as part of their home spellings</b></p> <p>Spellings to learn at home are linked directly to phonics teaching</p>	
<p>Writing- Handwriting</p>	<p><b>Cursive and capital letter recap</b></p> <p>week 1- a &amp; c week 2-o &amp; g week 3-d and s week 4-f &amp; e week 5- l &amp; t week 6- h &amp; b week 7-k</p>	<p><b>Cursive and capital letter recap</b></p> <p>week 1- r &amp; n week 2- m &amp; i week 3- p &amp; j week 4- u &amp; y week 5- v &amp; w week 6- z &amp; x</p>	<p><b>Introducing joins and applying in CE words</b></p> <p>week 1- an &amp; ur week 2- ip &amp; am week 3- hu &amp; li week 4- ev &amp; mp week 5-kn &amp; ty week 6-</p>	<p><b>Introducing joins and applying in CE words</b></p> <p>week 1-al &amp; ut week 2-il &amp; nk week 3-it &amp; tt week 4-mb &amp; cl week 5-na &amp; ac week 6-ce &amp; ud week 7-ho &amp; la</p>	<p><b>Introducing joins and applying in CE words</b></p> <p>week 1- to &amp; ts week 2-ag &amp; ms week 3-ru &amp; rm week 4-op &amp; os week 5-wi &amp; ow week 6-fr &amp; fi week 7- wy &amp; rp</p>	<p><b>Introducing joins and applying in CE words</b></p> <p>week 1- rl &amp; rb week 2- wl &amp; ol week 3- ff &amp; of week 4- ro &amp; rd week 5-oc &amp; os week 6-wa &amp; ws</p>
<p>Drama and Spoken Language</p>	<ul style="list-style-type: none"> <li><b>Harvest assembly</b></li> <li><b>Christmas production</b></li> </ul>		<ul style="list-style-type: none"> <li>Drama – interview Amy Johnson</li> <li>Class assemblies – performance poetry</li> </ul>		<ul style="list-style-type: none"> <li>Castle poems performance</li> <li>Diary of a knight hot seating</li> <li>Tiger Child – role play as the tiger child – feelings, emotions</li> </ul>	

# Phonics

## Phase 3 and 5 recap

- ay/ai/a/a\_e
- ee/ea/e\_e/ie/e/y
- igh/i\_e/y/ie/i
- oa/ow/oe/o\_e/o/

## Phase 3 and 5 recap

- ir/er/ur
- ou/ow/wh/ph
- a, i, o split digraphs (test)

## Phase 6

- ed past tense
- ed past tense
- irregular past tense verbs
- ing
- er
- est

## Phase 6

- ly
- ful
- less
- ness
- plurals

## Phase 6

- plurals
- silent letters
- -ment
- dge/ge/g
- en

## Phase 6

- le/el/al/il word endings
- wor words/wa words/sh made with s, tion word endings
- soft c/l/ after a
- common exception words

### 2014 National Curriculum

#### Year 2

#### Guided Reading Questions

Group Name:

#### Word Reading

Pupils should be taught to:

apply phonic knowledge and skills to decode words

read accurately by blending the sounds in words, especially alternative sounds for graphemes

read accurately words of two or more syllables

read words containing common suffixes

read further common exception words, noting unusual correspondences between spelling and sound

read most words quickly and accurately, when they have been frequently encountered

re-read books to build up their fluency and confidence in word reading

#### Reading Comprehension

Pupils should be taught to:

**...listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction texts**

What was your favourite part of this book?  
Can you find a page in the story/a part of the poem that you didn't like?  
Can you choose a character from the story that interests you, and say why?  
What made you choose this book? What sort of book is this, and how can you tell?  
What is the author's view of this subject/events in this story? How can you tell?

**...discussing the sequence of events in books and how information is linked**

What is the main event in this story?  
What was happening at the beginning of the story?  
Can you find words which tell you the order things happened in?  
Can you think of another way to begin this story?  
Were you surprised by the ending? Is it what you expected?

**...becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales**

What happened in the story?  
Who do you think is telling this story?  
Can you choose part of the story to retell to your friend/group?  
How can you use your voice to make your story interesting?

**...being introduced to non-fiction books that are structured in different ways**

How is this book organised? Does the genre (fiction/non-fiction) affect how the author presents the text?  
What is the theme of this book?  
Has the author put certain words in bold or in italics? Why do you think they have done this?  
Can you find the contents/index/glossary? Why does the author include these?

**...recognising simple recurring language in stories and poetry**

Can you recognise any patterns in the way words are used in the text?  
How do stories often begin? Can you think of a different way to begin this story/section?

**...discussing and clarifying word meanings, linking new meaning to those already known**

Is this like any other word you know?  
Does it sound the same? Does it mean the same?

**...discussing their favourite words and phrases**

Can you find any amazing adjectives?  
Can you find a powerful verb? Why has the author chosen this verb?  
Can you find a description of (a character/setting) that you particularly like? Why do you like it?

**...continuing to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make meaning clear**

Can you join in and remember this poem?  
How can you use your voice to make the meaning clear? Can you use volume and tone to help?

### Individual 1:1 readers heard weekly

Guided Reading groups-once a week-books selected from the reading scheme to match/slightly higher than reading ability  
Guided Reading Frame Questions used to support guided reading sessions (see below)

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Guided Reading groups-once a week-books selected from the reading scheme to match/slightly higher than reading ability  
Guided Reading Frame Questions used to support guided reading sessions (see below)

develop pleasure in reading, motivation to read, vocabulary and understanding by:

understand both the books they read accurately and fluently and those they listen to by:

**...drawing on what they already know or on background information and vocabulary provided by the teacher**

What do you already know about this topic?  
Have you ever been in a similar situation? What happened? How did you feel/ behave?

**...checking that the text makes sense to them as they read, and correcting mistakes**

Did that make sense? Can you work out what this (unfamiliar) word means by reading the words around it?  
How does punctuation help you to read for sense?

**...making inferences on the basis of what is being said and done**

Why did (a character) behave in this way?  
Can you choose a character from the story that interests you and say why?  
How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?

**...predicting what might happen on the basis of what has been read so far**

Based on the cover/this chapter/section, what do you think the book/next section will be about?  
Using role play, can you act out what you think might happen?

### participate in discussion about what is read to them, taking turns and listening to what others say

What do you think about (an event/character in the text)?  
Do you agree with the rest of the group?  
After discussing (an event) with the group, have you changed your mind?

### explain clearly their understanding of what is read to them

Can you explain what you know about the text that I read to you?  
What happened in the story?