

Ongoing agreed objectives for all units – Year 2

Through our RWI phonics and comprehension scheme, RWI handwriting scheme and Spelling Shed scheme, children will cover:	Through daily book discussions, daily reading practise and English lessons children will cover:	Through following the talk for writing approach, children will cover:
<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>writing for different purposes</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>evaluating their writing with the teacher and other pupils</p> <p>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 form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p><i>listen and respond appropriately to adults and their peers</i></p> <p><i>ask relevant questions to extend their understanding and knowledge</i></p> <p><i>use relevant strategies to build their vocabulary</i></p> <p><i>articulate and justify answers, arguments and opinions</i></p> <p><i>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></p>

<p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly English - key stages 1 and 2 20 Statutory requirements</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>
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Unit coverage of skills - Y2 - Autumn term

<u>Autumn 1 - 8 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p>Aesop's Fables</p> <p>Fiction - Warning tale 3-4 weeks</p>	<p>Links with PSHE (morals) and Science unit about animals and their habitats (characters are mainly animals)</p> <p>Links with self-awareness value (morality)</p> <p>Archaic text</p>		<p>saying out loud what they are going to write about</p> <p>begin to form lower-case letters of the correct size relative to one another</p> <p>begin to use spacing between words that reflects the size of the letters</p>

			<p>write sentences with different forms: statements and exclamations</p> <p>learning how to use both familiar and new punctuation correctly including full stops, capital letters and exclamation marks</p>
<p>The Bee Book (Conservation for Kids) by Charlotte Milner</p> <p>Non-fiction - Non-chronological text 3-4 weeks</p>	<p>Linked to science (living things and their habitats)</p> <p>Links with self-awareness value (understanding the world and how important bees are within the environment)</p>		<p>saying out loud what they are going to write about</p> <p>begin to form lower-case letters of the correct size relative to one another</p> <p>begin to use spacing between words that reflects the size of the letters</p> <p>write sentences with different forms: statements and questions</p> <p>learning how to use both familiar and new punctuation correctly including full stops, capital letters and question marks</p> <p>writing down key words (including new vocabulary)</p>
<u>Autumn 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p>Traction Man is here by Mini Grey</p> <p>Overcoming fear tale - Narrative 3-4 weeks</p>	<p>Links to PSHE (overcoming fear)</p> <p>Links with resilience value (overcoming challenges)</p>		<p>saying out loud what they are going to write about</p> <p>form lower-case letters of the correct size relative to one another</p> <p>use spacing between words that reflects the size of the letters</p> <p>write sentences with different forms: statements and exclamations</p> <p>using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks and apostrophes for the possessive (singular)</p>

<p>Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morss and teacher written winter poem</p> <p>S&L unit - Winter poems 2 weeks</p>	<p>Links with science (seasonal changes as well as animals and their habitats)</p> <p>Links with communication and teamwork values (working with partners, groups and communicating clearly)</p>	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, and performances</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>
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Unit coverage of skills - Y2 - Spring term

<u>Spring 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p>On my Papa's Shoulders by Niki Daly</p> <p>Letter - their journey to school 2 weeks</p>	<p>Links to geography (comparing local area to Kenya)</p> <p>Links with self-awareness value (celebrating diversity)</p> <p>BAME main character</p> <p>Set in South Africa</p>		<p>planning out loud what they are going to write about</p> <p>begin to use expanded noun phrases to describe and specify</p> <p>begin to use the present tense correctly</p> <p>consolidating how to use both familiar and new punctuation correctly including full stops, capital letters and apostrophes for the possessive (singular)</p> <p>beginning to use capital letters of the correct size, orientation and relationship to one another and to lower case letters</p>

<p>Coming to England by Baroness Floella Benjamin (picture book)</p> <p>Fiction - Journey tale 3-4 weeks</p>	<p>Links with geography (comparing local area to non-European countries)</p> <p>Links with self-awareness value (celebrating diversity)</p> <p>BAME main character</p>		<p>planning out loud what they are going to write about</p> <p>begin to use expanded noun phrases to describe and specify</p> <p>begin to use past tense correctly</p> <p>beginning to use co-ordinating conjunctions (but, and)</p> <p>consolidating how to use both familiar and new punctuation correctly including full stops, capital letters and exclamation marks</p> <p>write sentences with different forms: statements and exclamations</p> <p>beginning to use capital letters of the correct size, orientation and relationship to one another and to lower case letters</p>
<u>Spring 2 - 5 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p>Florence Nightingale - Little people, big dreams collection</p> <p>Non-fiction - Biography 3-4 weeks</p>	<p>Links to history (famous women in history)</p> <p>Links with excellence and resilience values (overcoming challenges and excelling)</p> <p>BAME main character</p>		<p>Using the past tense correctly and beginning to include the progressive form</p> <p>using co-ordinating conjunctions (but, and)</p> <p>beginning to use subordination (using when, because)</p> <p>consolidating how to use both familiar and new punctuation correctly including full stops, capital letters and question marks</p> <p>write sentences with different forms: statements and questions</p> <p>using capital letters of the correct size, orientation and relationship to one another and to lower case letters</p>

Cinderboy by Laurence Anholt S&L unit - retell of a rags-to-riches tale 1-2 weeks	Links with PSHE (gender stereotypes) Links with communication and teamwork values (working with partners, groups and communicating clearly) Challenging gender stereotypes		apostrophes for contracted forms (verbal and table activities) speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, and performances gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others
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Unit coverage of skills - Y2 - Summer term

<u>Summer 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
The Disgusting Sandwich by Gareth Edwards Non-fiction - Instructions 2-3 weeks	Links with English (writing for a range of purposes) Links with communication value (giving precise instructions verbally and in written form)		encapsulating what they want to say, sentence by sentence learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists writing sentences with different forms: statement, question, exclamation, command using expanded noun phrases to specify using the present tense correctly and consistently including the progressive form using subordination (using when, if, that, or because) using coordination (or, and, but)

			writing down ideas and/or key words, including new vocabulary
Katie in London by James Mayhew Description of a city 2-3 weeks	Links with geography (human and physical features fieldwork - exploring local area) Links with self-awareness value (comparing Dudley with other areas and celebrating differences)		planning what they are going to write about consolidating how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks and commas for lists consolidating use of expanded noun phrases to describe using the present or past tense correctly and consistently including the progressive form consolidating using subordination (using when, that, or because) consolidating using co-ordination (using and, or, but)
<u>Summer 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
Vlad and the Great Fire - Kate Cunningham Non-fiction - Imagined recount 3-4 weeks	Links with history (Great Fire of London) Links with empathy value (empathising with the children living in London at the time)		planning what they are going to write about writing down ideas and key words, including new vocabulary encapsulating what they want to say, sentence by sentence learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks and apostrophes for contracted forms consolidating expanded noun phrases to describe and specify consolidating using past tense correctly and consistently including the progressive form

			consolidation of subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
<p>Teacher written poem based on the fire of London</p> <p>Structure taken from Unexplained things about my dad - Ian McMillan</p> <p>Senses poems about Great Fire of London</p> <p>2 weeks</p>	<p>Links with history (Great Fire of London)</p> <p>Links with communication and teamwork values (working with partners, groups and communicating clearly)</p>	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, and performances</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>