

YEAR 2 AUTUMN EVEN YEARS

TERM/ TOPIC	AUTUMN 1 - Ourselves	AUTUMN 2 - Ourselves
Unit	4A / 4B -Significant authors 5A/5B – Explanation	3A -Traditional and Fairy Tales 2A -Stories with predictable patterned language
Core texts	Toys in Space – Mini Grey The Lion Inside – Rachel Bright Explanation Text – linked to D.T	The Suitcase by Chris Naylor-Ballesteos or Flat Stanley Traditional Tales -The True Story of the Three Little Pigs - Jon Scieszka Non-Fiction Unit Christmas Letter Writing – Letter for Father Christmas
Range of writing outcomes	<p>Toys in Space Using adjectives to describe characters Write expanded noun phrases Describe a setting Describe feelings of characters Using conjunctions for coordination and subordination to describe how a character feels Writing questions about the lost toys Using verbs to describe how toys move at the party Character descriptions - lost toy poster</p> <p>The Lion Inside – Rachel Bright Writing adjectives and noun phrases to describe the mouse Writing speech, using speech bubbles Write a character description Plan and write a short narrative based on the text</p>	<p>The Suitcase Making written predictions Writing a poem about the home Describe characters Writing lists Balanced argument – should they trust the animal or not? Using adjectives to describe objects Write an apology letter – breaking the tea cups</p> <p>Three Little Pigs/ The True Story of the Three Little Pigs Retell the tale using time conjunctions Ask question – the wolf Compare two versions of the story Compare characters from the two versions of the story (pigs / wolf) Planning and writing their own version Letter to Father Christmas</p>
Unit objectives	<ul style="list-style-type: none"> ✓ Capital letters, full stops, adjectives, nouns & plural nouns ✓ Determiners - the, a / an, ✓ Finger Spaces and Letter formation, ✓ Third person pronouns, ✓ conjunctions – and ✓ Events are sequenced to create texts that make sense ✓ The main participants are human or animal ✓ ‘Story language’ (e.g. Once upon a time, later that day etc) used to create purposeful sounding writing ✓ Question marks can be used to form questions 	<ul style="list-style-type: none"> ✓ Language choices help create realistic- sounding narratives, e.g. adverbs, adjectives, precise nouns ✓ Third person and past tense ✓ Prepositions, first person Pronouns, commas in a list ✓ The past progressive ✓ Sentences are demarcated using full-stops, capital letters and finger spaces ✓ Use of conjunctions, e.g. and, so, because, when, if, that, or, but - to join ideas ✓ Use of exclamation marks. ✓ Question marks can be used to form questions ✓ Verbs should be chosen for effect ✓ Organised into sections
Outcomes	<p>Significant Author</p> <ul style="list-style-type: none"> ✓ Write a complete story about a familiar character. ✓ Write in the third person and past tense; include descriptions of characters and setting and try writing some dialogue ✓ talk about a text and explain their reaction to it. ✓ Make inferences about characters and use the text to support their answers. ✓ Make predictions about a text and discuss the way characters develop across a story. ✓ Work as a member of a group to discuss and reach agreement over a task. ✓ Write an extended narrative with: a logical sequence of events, sentences grouped together, connectives, consistent use of the third person and past tense. <p>Explanation</p> <ul style="list-style-type: none"> ✓ Work independently to plan and write their own sustained story with a logical sequence of events set in a fantasy setting. ✓ Make predictions about a text and discuss the way characters develop across a story. ✓ Plan a story that has a logical sequence of events. ✓ Write an extended narrative with: a logical sequence of events, sentences grouped together, connectives, consistent use of the third person and past tense. 	<p>Traditional Tales</p> <ul style="list-style-type: none"> ✓ Work independently to plan and write their own sustained story with a logical sequence of events. ✓ Work collaboratively in a group to enact a scene from their story and present it to the class ✓ Make predictions about a text and discuss the way characters develop across a story. ✓ Children can write an extended narrative with: a logical sequence of events; sentences grouped together; connectives ✓ Consistent use of the third person and past tense. <p>Predictable patterned language</p> <ul style="list-style-type: none"> ✓ Express ideas about a character using evidence from the text to justify their opinion. ✓ Understand that connectives can be used to link ideas and create tension in a narrative. ✓ Write a simple traditional story using a range of conjunctions to link ideas and build tension. ✓ Understand that words, images and sounds can convey different elements of a narrative for a reader.

Composition	<p>Pupils should be taught to 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 about real events. ✓ 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. ✓ 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"> ✓ 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 form. ✓ 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. 				
Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ 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 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 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) ✓ Some features of written Standard English 				
Content NC Appendix 2	<p>Word</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Sentence</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Text</p> <p>Sequencing sentences to form short narratives</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>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>Punctuation</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>	<p>Terminology</p> <p>letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>
Handwriting	<p>By the end of year 2:</p> <ul style="list-style-type: none"> ✓ Form lower-case letters of the correct size relative to one another ✓ 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 ✓ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ✓ Use spacing between words that reflects the size of the letters. 				