

Year 2 SUMMER EVEN YEARS

TERM/ TOPIC	SUMMER 1 - Seaside	SUMMER 2 - Seaside
Unit	3A – Traditional Tales 3B - Fantasy Worlds	3A / 3B Recount 2A/2B – Pattern and Rhyme 1A/1B – Familiar Settings
Core texts	Traditional Tales -Little Red Riding Hood The Wolf’s story – what really happened to Little Red Riding Hood – Toby Forward Man on the Moon – a day in the life of Bob – Simon Bartram	British Motor Museum Trip recount The Day the Crayons quit – Drew Daywalt Kennings - Animals
Range of writing outcomes	<p><u>Little Red Riding Hood/ The Wolf’s Story</u> Role on the Wall – Little Red Riding Hood Write a character description of the Wolf Write questions to ask the wolf – court room setting Plan and write a first narrative as Little Red Riding Hood</p> <p><u>Man on the Moon</u> Write questions to Bob Write answers to questions Write expanded noun phrases to describe the moon Write a recount of a trip to the moon Use apostrophes for possession – related to Bob’s souvenir Write a recount of watching the moon land – as a child in 1969.</p>	<p><u>British Motor Museum Trip recount</u> Time conjunctions to order events Write emotions – how you felt when at the museum Write a travel brochure (leaflet) for the museum, using heading and subheadings Write in the second person (leaflet) Write a recount of a holiday</p> <p><u>The Day the Crayons Quit</u> Write emotions of characters using subordinating conjunctions Find synonyms for colours Write an informal letter in the role of a crayon Reply to a letter from a crayon – alternative point of view Plan and write a narrative based on the story – e.g the day the glue stick/sharpener quit.</p> <p><u>Kennings – Animals</u> Write verbs and synonyms for verbs for things that animals can do Write sentences using adjectives and verbs Plan and write a Kenning’s poem about an animal</p>
Unit objectives	<p><u>Fiction</u></p> <ul style="list-style-type: none"> ✓ Language choices help create realistic- sounding narratives ✓ Third person and past tense including past progressive ✓ Apostrophes can be used for possession & contraction ✓ Use full-stops, capital letters and finger spaces and use of conjunctions, ✓ Use of exclamation and question marks ✓ Adjectives including comparative adjectives are used to aid description ✓ Commas ✓ Verbs and adverbs should be chosen for effect ✓ Cohesions using nouns and pronouns ✓ Noun phrases (adjectives & prepositions) 	<p><u>Information text</u></p> <ul style="list-style-type: none"> ✓ Third person and present and past tense ✓ Question marks, prepositions and conjunctions ✓ Organised into sections ✓ Layout devices such as heading, subheadings, columns, bullets ✓ Specific use of vocabulary ✓ Adjectives and specifically comparative adjectives <p><u>Recount</u></p> <ul style="list-style-type: none"> ✓ Past tense - past progressive form & past perfect ✓ Conjunctions - coordination and subordination ✓ Chronological order ✓ Adverbs, adjectives, prepositions and noun phrases ✓ First or third person ✓ Paragraphing – topic sentences
Outcomes	<p><u>Traditional Tales/ Fantasy Worlds</u></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 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. ✓ 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. ✓ Respond to presentations by making constructive comments. 	<p><u>Recount</u></p> <ul style="list-style-type: none"> ✓ Write a recount using time conjunctions to sequence events and correctly demarcate sentences ✓ Follow a series of simple instructions correctly. ✓ Sequence a set of events based on their own experience and observations. ✓ Orally compose and retell a sequence of events using time conjunctions ✓ Write a recount using time conjunctions to sequence events and correctly demarcate sentences. ✓ Apply their phonic knowledge when writing independently. <p><u>Pattern and Rhyme</u></p> <ul style="list-style-type: none"> ✓ Understand how to play with interesting and inventive language choices to create or continue particular patterns; during shared, guided and independent writing.

						<ul style="list-style-type: none"> ✓ Write a simple poem, playing with interesting and inventive language choices to create or continue a particular pattern. ✓ Listen to and read and perform poems, identifying different patterns in their language use and structure. ✓ Know how to go about writing a pattern or shape poem of their own. <p>Familiar Settings</p> <ul style="list-style-type: none"> ✓ Write a simple story based on their own personal experience ✓ Retell a story in chronological order using story language. ✓ Discuss the appearance, behaviour, characteristics and goals of characters. ✓ Write a story in sentences, with a beginning, middle and end.
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</p> <p>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. 					