

YEAR 2 SPRING ODD YEARS

TERM/ TOPIC	SPRING 1 - On Safari	SPRING 2 - On Safari
Unit	4B- Non-Fiction – Non-Chronological Reports 3A – Traditional Tales 3B – Recounts	4B – Significant Author 2B – Poetry – Pattern and Rhyme
Core texts	Meerkat Mail - Emily Gravett Tinga- Tinga Tales – How the Elephant got its trunk/why the giraffe has a long neck	The Tunnel - Anthony Browne Animal Riddles (African Animals) – Made examples
Range of writing outcomes	<p>Meerkat Mail Write a postcard back home Write a character description about Sunny Non-Chronological report – Meerkats</p> <p>Tinga- Tinga Tales Retell a story Compare two different tales Write their own version of a Tinga-Tinga Tale</p>	<p>The Tunnel Balance argument – going down the tunnel Character comparison (Rose and Jack) Describe a setting Write an alternative ending – how he gets turned to stone</p> <p>Animal Riddles Sentences with alliteration Recount of trip – Cotswold Wildlife Park / Leaflet</p>
Unit objectives	<p>Recounts</p> <ul style="list-style-type: none"> ✓ Past tense - past progressive form & past perfect ✓ Coordinating and subordinating conjunctions ✓ Chronological order ✓ Adverbs – time and manner – in the morning, after that, soon, later ✓ Prepositions ✓ Noun phrases (adjectives & prepositions) ✓ First or third person <p>Narrative</p> <ul style="list-style-type: none"> ✓ Language choices help create realistic- sounding narratives. E.g Adverbs, adjectives, precise nouns Third person and past tense including past progressive ✓ Apostrophes can be used for possession & contraction ✓ 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 and enable subordination ✓ Explanation marks to indicate emotions such as surprise or shock ✓ Question marks can be used to form questions, including rhetorical questions used to engage the reader ✓ Adjectives ✓ Commas in lists ✓ Adverbs – time and manner – in the morning, after that, soon, later ✓ Verbs should be chosen for effect ✓ Cohesions using nouns and pronouns ✓ Noun phrases (adjectives & prepositions) 	<p>Poetry</p> <ul style="list-style-type: none"> ✓ Follows a set structure ✓ Precise verbs and adjectives are used ✓ Each line starts with a capital letter ✓ Commas are used between verbs and adjectives <p>Narrative</p> <ul style="list-style-type: none"> ✓ Language choices help create realistic- sounding narratives. E.g Adverbs, adjectives, precise nouns Third person and past tense including past progressive ✓ Apostrophes can be used for possession & contraction ✓ 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 and enable subordination ✓ Explanation marks to indicate emotions such as surprise or shock ✓ Question marks can be used to form questions, including rhetorical questions used to engage the reader ✓ Adjectives ✓ Commas in lists ✓ Adverbs – time and manner – in the morning, after that, soon, later ✓ Verbs should be chosen for effect ✓ Cohesions using nouns and pronouns ✓ Noun phrases (adjectives & prepositions)
Outcomes	<p>Non-Chronological</p> <ul style="list-style-type: none"> ✓ Identify the main features of a non-chronological report ✓ Organise their ideas into general themes, subheadings, key details and information. ✓ Write a paragraph on a theme, using subheadings, key details and information to structure the text. <p>Traditional tales and Fairy tales</p> <ul style="list-style-type: none"> ✓ Make predictions about a text and discuss the way characters develop across a story. ✓ Plan a story that has a logical sequence of events. 	<p>Significant Author</p> <ul style="list-style-type: none"> ✓ Read 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. ✓ Plan and write a sustained story about a familiar character. ✓ Use the past tense, third person and can include some dialogue and detail to add interest. ✓ Write an extended narrative with: a logical sequence of events, sentences grouped together, connectives, consistent use of the third person and past tense.

	<ul style="list-style-type: none"> ✓ Write an extended narrative with: a logical sequence of events, sentences grouped together, connectives, consistent use of the third person and past tense. <p>Recount</p> <ul style="list-style-type: none"> ✓ Sequence a set of events based on their own experience and observations. ✓ Orally compose and retell a sequence of events using time connectives ✓ Write a recount using time connectives to sequence events and correctly demarcate sentences. 	<p>Poetry – Pattern and Rhyme</p> <ul style="list-style-type: none"> ✓ 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. ✓ Write a simple poem of their own, playing with interesting and inventive language choices to create or continue a particular pattern. 			
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. 				