

# English Plans Year 2







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# Introduction

The Liverpool English team have developed a medium term planning document to support effective implementation of the National Curriculum.

Children need to secure knowledge, understanding and skills in decoding and comprehension in reading and in composition, transcription, vocabulary, grammar and punctuation in writing.

There is a key focus on the 'Immerse, Analyse, Write' teaching sequence to ensure that children have opportunities to practise the key skills whilst building the understanding and knowledge to apply these skills across a range of genres.

Each year group has a list of suggested genres with 2 – 3 week block plans for each one. Each plan includes Statutory Requirements, previous knowledge, possible texts and suggested teaching sequence.





*“The greater part of writing is daydreaming, dreaming the dream of my story, until it hatches out. I love finishing it and then holding it in my hand and sharing my dream with my readers.”*

- Michael Morpurgo



Immerse,  
Analyse,  
Write





## Suggested Breakdown of Non-Fiction Text Blocks

### **This is based on a 2 week block**

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

### **Immerse 3-4 days**

This is when the children get to see and engage with different examples of the text type.

They will be using a lot of Speaking and Listening skills, such as following instructions (verbal and written), verbally explaining how to do specific tasks, recounting about a trip or event in/out of school, looking at different texts to find out information on a topic (maybe one from their Science, History, Geography, DT or RE work).

Telling their partner/group/class interesting information they have found.

Role playing persuading another group/person to do something they want to do, or change their mind to come to agreement on a specific question.

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

### **Analyse 1-2 days**

This is the time to identify the key features of the text type through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





### Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the next couple of key features of the text type; children have a go for themselves.

Teacher models improving the text, children have a go for themselves.

Teacher models writing the ending for the text type and re-evaluates it against success criteria already agreed and shown on working wall.

Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.





## Suggested Breakdown of Fiction Text Blocks

### **This is based on a 2 week block**

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

### **Immerse 3-4 days**

This is when the children get to engage with the text. This may be one longer text/ discussion of synopsis of different texts by the same author/different versions of the same story/different stories in the same text type to draw comparisons from. A film version of a longer text is also a good way to cover a whole novel in 3-4 sessions.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, boxing up the story, babble gabble to get to the key elements of the part/whole of the story, story mapping events in order.

Using storyboards before, during and after the retelling of the story.

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the story.

Hot seating in-role, to answer and ask questions. Barrier games to describe the setting/character to a partner

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, thought and speech bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

### **Analyse 1-2 days**

This is the time to identify the key features of the text type through discussion and text marking.

Looking at the events in the story/stories shared.

Identifying interesting language/improving the text and the importance of word order to convey meaning/tension in the writing (as applicable).

How setting impacts on events.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.







### Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the middle of the story with the problem main character has to overcome, children have a go for themselves.

Teacher models improving the middle and problem, children have a go for themselves.

Teacher models writing the ending and re-evaluates it against success criteria already agreed and shown on working wall.

Words and phrases identified in the Immerse and Analyse phases are highlighted if they have been used, and if not used, they can be used as part of the editing for improvement process before moving on to the next part of the story.





## Suggested Breakdown of Poetry Blocks

### **This is based on a 2 week block**

If completing over 1 week, simply halve the number of suggested days, ensuring IAW covered.

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

### **Immerse 3-4 days**

This is when the children get to see and engage with different examples of the poems in a particular style. This may be one longer poem/ discussion of synopsis of different poems by the same author/different versions of the same poem/different poems in the same text type to draw comparisons from.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, babble gabble to get to the key elements of the part/whole of the poem, story mapping events in order.

Using storyboards before, during and after the retelling of the poem, (longer narrative poems especially).

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the poem.

Rehearsal and performance of poem/s

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, speech, thought and emotion bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

### **Analyse 1-2 days**

This is the time to identify the key features of the poems through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective poems, giving considered reasons for this and talking about how to improve weaker examples.

Identifying the patterns/features/themes specific to the poem style.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





### Write 5 days

Teacher models how to plan an example of the poem, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing as a poem.

Teacher models how to write the first part for their example and the children to then have a go at writing their own starts to the poem.

Teacher models how to improve their first part and then the children have a go at improving their own.

Teacher models the next part/end of the poem; children have a go for themselves.

Teacher models improving the poem, children have a go for themselves.

Teacher re-evaluates and refines it against success criteria already agreed and shown on working wall.

Depending on the poem style, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced as appropriate.





# Using The Plans

**This is not a scheme but it is more than a medium term plan**

The programme of study has been split into:

## Reading

- Word Reading
- Comprehension

## Writing

- Transcription
- Handwriting
- Composition
- Vocabulary, Grammar and Punctuation

Year 2	
Autumn	<ul style="list-style-type: none"> <li>• Stories with Familiar Setting</li> <li>• Traditional Stories</li> <li>• Information Texts</li> <li>• Poetry - Patterns on a Page</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Different Stories by the Same Author</li> <li>• Explanations</li> <li>• Instructions</li> <li>• Poetry – Really Looking</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Significant Authors</li> <li>• Non-Chronological Reports</li> <li>• Poetry - Silly Stuff</li> <li>• Revisit and Consolidation of any Genres</li> </ul>

These allocations serve only as a guide for the organisation of the teaching. Other factors such as term length, organisation of the daily English lesson, prior knowledge and cross-curricular links may determine the way in which English is prioritised, taught and delivered in your school.

Each block has assigned Statutory Requirements which are repeated throughout the year or phase. Word Reading, Transcription, Spelling and Handwriting however, have not been allocated and need to be planned for. These will be continuous.

The teaching sequence is then outlined for each block using the ‘Immerse, Analyse, Write’ approach. As before, the timings allocated and the organisation and frequency of delivery is flexible and will vary from school to school.

There are 2 appendices attached:

**Appendix 1 – Immersion Strategies**

**Appendix 2 – Cross Curricular Links**



# Genre Overview







Genres		Possible Texts
<b>Year 2</b> <b>Autumn</b>	<ul style="list-style-type: none"> <li>• Stories with Familiar Settings</li> <li>• Traditional Stories</li> </ul>	<p><b>Stories with Familiar Settings</b></p> <p>Gorilla – <b>Anthony Browne</b>  Changes – <b>Anthony Browne</b>  Voices In The Park – <b>Anthony Browne</b>  Naughty Bus – <b>Jan and Jerry Oke</b>  We're Going On A Bear Hunt – <b>Michael Rosen</b>  Banana Spaghetti – <b>Anne Fine</b>  Chips and Jessie – <b>Shirley Hughes</b>  Alfie-An Evening at Alfie's – <b>Shirley Hughes</b> (Alfie Stories)  Dogger – <b>Shirley Hughes</b>  Traction Man is Here – <b>Mini Grey</b></p> <p><b>Traditional Stories</b></p> <p>Jasper's Beanstalk – <b>Nick Butterworth</b>  The Truth About Hansel and Gretel – <b>Karina Law and Graham Philpott</b>  The Boy Who Cried Wolf – <b>Tony Ross</b>  The Gingerbread Man  Jack and the Beanstalk  Little Red Riding Hood  Cinderella  Goldilocks and The Three Bears  The Three Pigs – <b>David Wiesner</b>  Goldilocks and just the one Bear – <b>Leigh Hodgkinson</b>  Good Little Wolf – <b>Nadia Shireen</b>  The True Story of the Three Little Pigs – <b>Jon Scieszka &amp; Lane Smith</b>  The Wolf's Story – <b>Toby Forward &amp; Izhar Cohen</b>  Princess Smarty Pants – <b>Babette Cole</b>  Prince Cinders – <b>Babette Cole</b></p>



• Information Texts

**Information Texts**

Wonderful Earth – **Nick Butterworth**

Ice Bear – **Nicola Davies**

A first book of nature – **Nicola Davies and Mark Hearld**

Big Blue Whale – **Nicola Davies**

Looking at Minibeasts - Ladybirds and Beetles – **Sally Morgan**

Touch – **Mandy Suhr**

Taste (The Senses) – **Mandy Suhr**

I can Move (I'm Alive) – **Mandy Suhr**

Usborne Lift-the-flap Picture Atlas – **Alex Frith & Kate Leake**

Space – **Sarah Powell** (Priddy Books)

ABC UK – **James Dunn and Helen Bate**

• Poetry - Patterns on a Page

**Poetry – Patterns on a Page**

Don't Forget The Bacon – **Pat Hutchins**

Slinky Malinki – **Lynley Dodd**

Wriggle and Roar - Poems to Join In With – **Julia Donaldson**

Crazy Mayonnaisy Mum – **Julia Donaldson**

The Highway Rat – **Julia Donaldson**

Hippospotamus – **Jeanne Willis and Tony Ross**



<p><b>Spring</b></p>	<ul style="list-style-type: none"> <li>• Different Stories by the Same Author</li> <li>• Explanations</li> <li>• Instructions</li> </ul>	<p><b>Different Stories by the Same Author</b>  Willy the Champ, Willy the Wimp – <b>Anthony Browne</b>  <b>Jill Murphy</b>  <b>Allan Ahlberg</b>  <b>Anne Fine</b>  <b>Oliver Jeffers</b>  <b>Julia Donaldson</b>  <b>Nick Butterworth</b>  <b>Chris Wormell</b>  <b>Shirley Hughes</b>  <b>Mini Grey</b>  Camille and the Sunflowers, Degas and the Little Dancers, Picasso and the Girl With a Ponytail – <b>Laurence Anholt</b>  Oops!, Suddenly!, Goal! – <b>Colin McNaughton</b></p> <p><b>Explanations</b>  From Puppy to Dog – <b>Jillian Powell</b>  From Lamb to Sheep – <b>Jillian Powell</b>  What do Wheels and Cranks Do? – <b>David Glover</b>  Watch me Grow : Panda – <b>Fleur Star</b>  What Were Castles For? – <b>Phil Roxbee Cox</b>  Who Built The Pyramid – <b>Meredith Hooper</b>  How we make stuff – <b>Christiane Dorian and Beverley Young</b></p> <p><b>Instructions</b>  Honey Biscuits – <b>Meredith Hooper</b>  Looking After Your Hamster – <b>Helen Piers</b>  Taking Care of Your Rabbit – <b>Helen Piers</b></p>
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	<ul style="list-style-type: none"> <li>• Poetry – Really Looking</li> </ul>	<p><b>Poetry – Really Looking</b>          What is the Sea? – <b>Reeve Lindbergh</b>          Poetry Anthologies          The Poetry Store – <b>Paul Cookson</b>          A first book of nature – <b>Nicola Davies and Mark Hearld</b>          Where my Wellies take me – <b>Michael and Clare Morpurgo</b></p>
<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>• Significant Authors</li> <li>• Non-Chronological Reports</li> <li>• Poetry - Silly Stuff</li> </ul>	<p><b>Significant Authors</b>          Krindle Krax – <b>Philip Pullman</b>  <b>Anne Fine</b>  <b>Dick King-Smith</b>  <b>Roald Dahl</b>  <b>Jill Murphy</b>  <b>Allan Ahlberg</b></p> <p><b>Non-Chronological Reports</b>          Find out about the Body – <b>Anita Ganeri</b>          Wind and Us – <b>Jillian Powell</b>          I Wonder Why My Tummy Rumbles – <b>Bridget Avison</b>          I Know Where My Food Goes – <b>Katherine McEwen</b>          Usborne Lift-the-flap Picture Atlas – <b>Alex Frith &amp; Kate Leake.</b></p> <p><b>Nonsense Poems</b>          Don't Put Mustard in the Custard – <b>Michael Rosen</b>          Rumble in the Jungle – <b>Giles Andreae</b>          Quack said the Billy Goat – <b>Charles Causley</b>          Hippopotamus – <b>Jeanne Willis and Tony Ross</b>          Don't Put Your Finger in the Jelly, Nelly! – <b>Nick Sharratt</b></p>



# Statutory Requirements





## Year 2 Statutory Requirements

Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
<p>Word Reading</p> <p>Pupils should be taught to:</p> <p>Word reading</p> <p>Pupils should be taught to:</p> <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 GPCs as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</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>Transcription</p> <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</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>Vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>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)</li> <li>learn how to use:           <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /l/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –el at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in consonant-letter–y</p> <p>Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter–consonant-letter–e</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</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>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p>





## Year 2 Statutory Requirements

Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
<p>Comprehension</p> <p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul> <p>Composition</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<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 (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)</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>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>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt –ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful and –less</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</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>

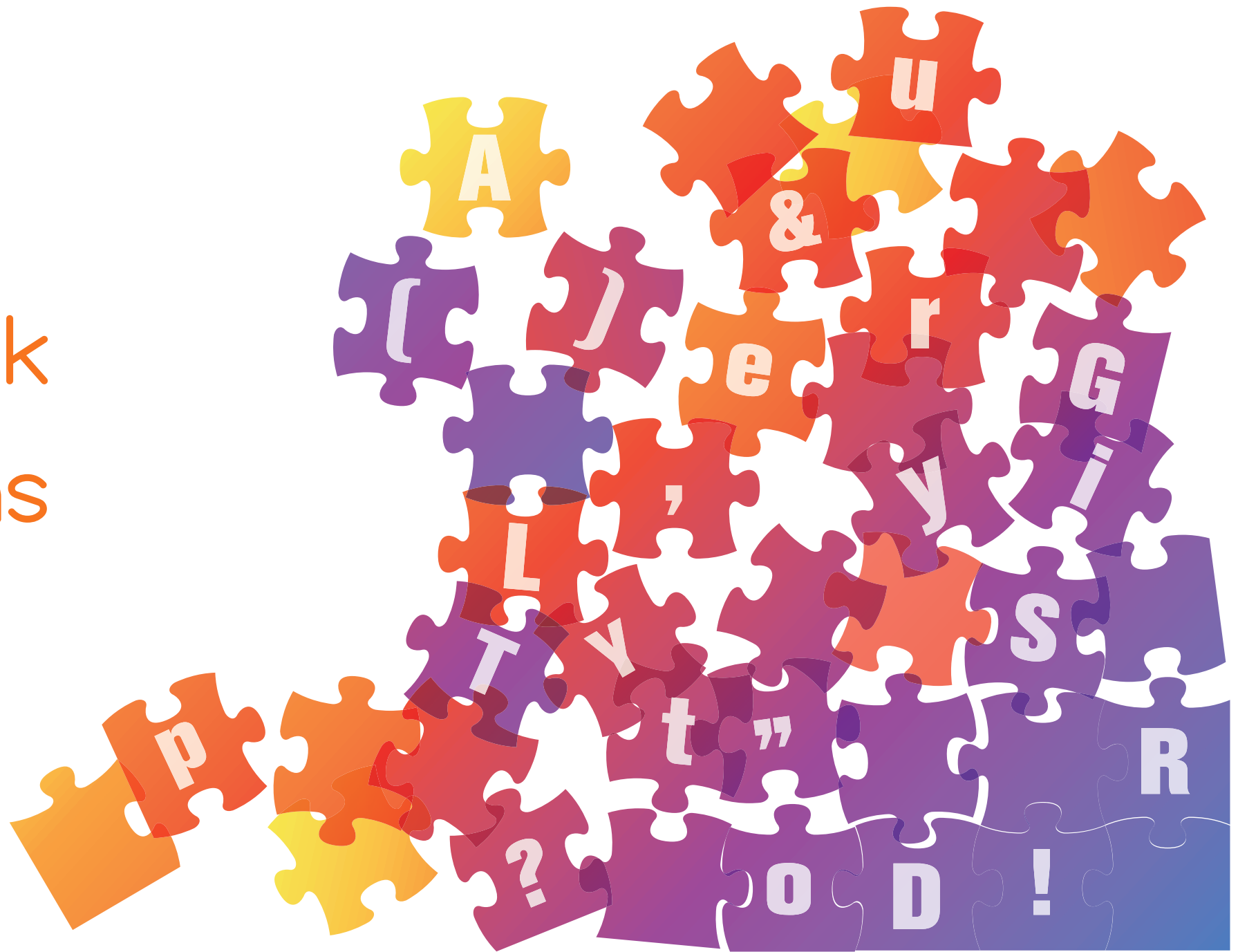




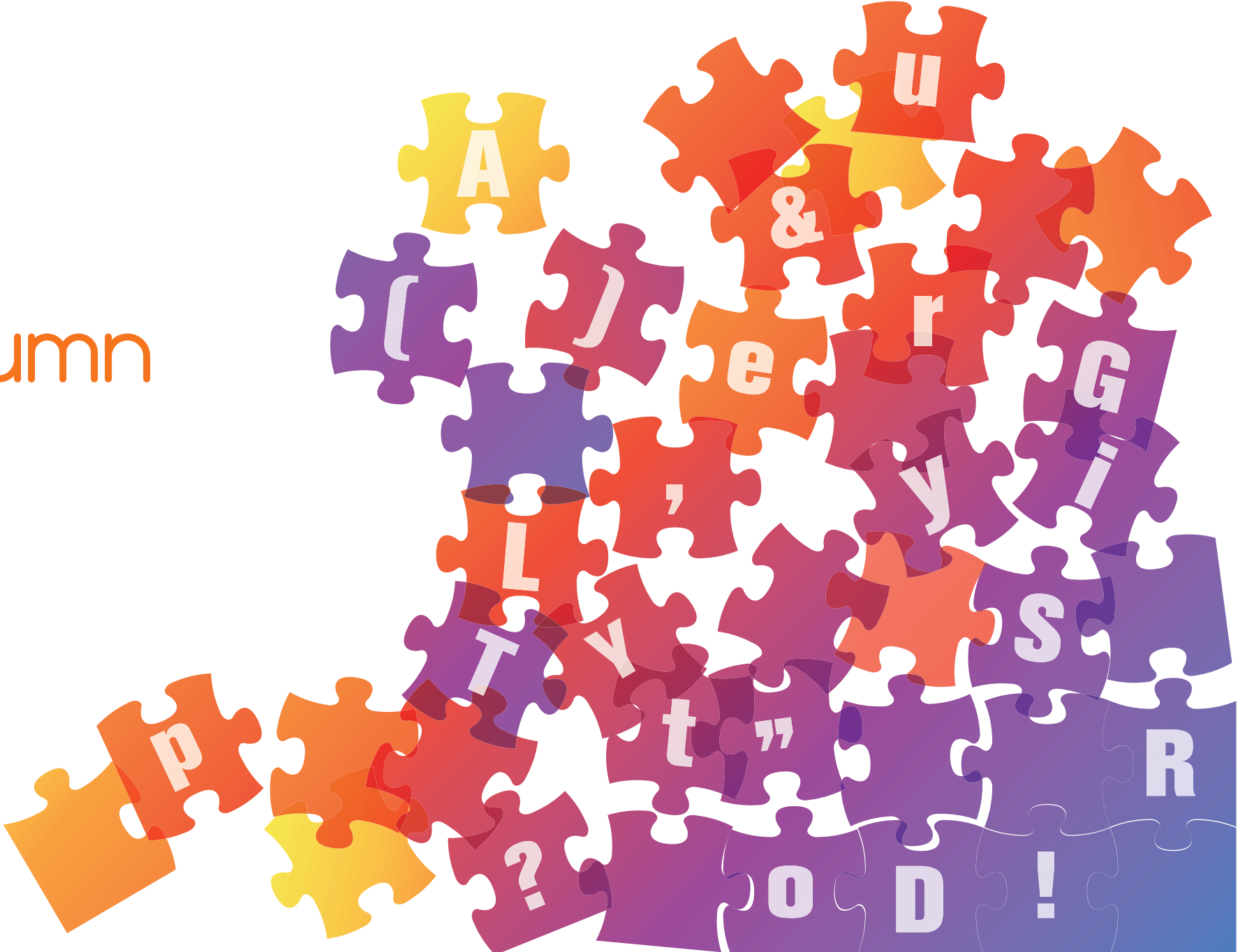
Year 2 Statutory Requirements				
Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
	<p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear</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>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</p>		



# Block Plans



Autumn





## Stories with familiar Settings

### Statutory Requirements

#### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - recognising simple recurring literary language in stories and poetry
  - discussing their favourite words and phrases
- understand both the books they can already 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
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what has been said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing narratives about personal experiences and those of others (real and fictional)
  - writing for different purposes
- consider what they are going to write before beginning by:
- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**





## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Listen attentively to stories being told or read and then identify the main characters and the setting.

Re-enact a story they have heard and include the main character and some of the main events.

Begin to form a simple sentence when attempting writing for different purposes.

### Suggested Texts

Gorilla – **Anthony Browne**

Changes – **Anthony Browne**

Voices In The Park – **Anthony Browne**

Naughty Bus – **Jan and Jerry Oke**

We're Going On A Bear Hunt – **Michael Rosen**

Banana Spaghetti – **Anne Fine**

Chips and Jessie – **Shirley Hughes**

Alfie-An Evening at Alfie's – **Shirley Hughes** (Alfie Stories)

Dogger – **Shirley Hughes**

Traction Man is Here – **Mini Grey**





## Phased Teaching (based on 2-3 weeks)

### Immersion

- Read and tell a selection of stories with settings and themes that are familiar to the children, for example home, school, shops, holidays, getting lost, making friends, being ill.
- Retell stories in pairs focusing on the sequence of events.
- Identify the characters.
- Use role-play to retell the story from one character's point of view and explore different courses of action.
- Identify the main character and setting in a story and describe what they do in the story, orally and in writing.
- Capture language ideas and learning to use and apply in the writing phase.

### Analysis

- Review the stories and discuss the way that one event leads to another.
- Represent the story structure in note form. Identify and display the features of the genre.
- Tell another story from the genre.
- Invite predictions about characters' actions and the sequence of events.
- Include incidental writing opportunities.

### Writing / Presentation

- Demonstrate how to plan the structure of a story include: opening, problem, events to sort it out, ending.
- Demonstrate how to write the beginning of the story.
- Children write their own endings based on the shared planning and writing.
- Model how to write a complete story with a familiar setting.
- Children write a complete story with a familiar setting (based on their own experiences).
- Plan, draft, edit and review the story.

**Produce and publish stories with familiar settings applying all the learning from the block.**



## Traditional Stories

### Statutory Requirements

#### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes

consider what they are going to write before beginning by:

- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Recognise speech punctuation when reading.

Write in complete sentences with capital letters and full stops.

### Suggested Texts

- Jasper's Beanstalk – **Nick Butterworth**
- The Truth About Hansel and Gretel – **Karina Law and Graham Philpott**
- The Boy Who Cried Wolf – **Tony Ross**
- The Gingerbread Man
- Jack and the Beanstalk
- Little Red Riding Hood
- Cinderella
- Goldilocks and The Three Bears
- The Three Pigs – **David Wiesner**
- Goldilocks and just the one Bear – **Leigh Hodgkinson**
- Good Little Wolf – **Nadia Shireen**
- The True Story of the Three Little Pigs – **Jon Scieszka & Lane Smith**
- The Wolf's Story – **Toby Forward & Izhar Cohen**
- Princess Smarty Pants – **Babette Cole**
- Prince Cinders – **Babette Cole**





## Phased Teaching (based on 2-3 weeks)

### Immersion

- 📖 Listen to, read and watch alternative versions of traditional stories. Compare and discuss how words, sounds and images can convey different information to a reader.
- 📖 Identify the characters and discuss opposing characters from the narrative.
- 📖 Express ideas about a character using evidence from the text to justify opinion.
- 📖 Consider how characters would speak based on events that happen to them.
- 📖 Capture language ideas and learning to use and apply in the writing phase.

### Analysis

- 🔍 Identify the types of characters used in this type of story.
- 🔍 Identify and display the features of the genre.
- 🔍 Discuss how characters behave if their roles in a narrative are exchanged.
- 🔍 Discuss and compose dialogue and descriptions for characters in reverse roles.
- 🔍 Include incidental writing opportunities.

### Writing / Presentation

- ✍️ Model how to write an alternative version of a traditional story.
- ✍️ Children write an alternative version of a traditional story.
- ✍️ Focus on how to convey the main characters and use consistent tense.
- ✍️ Plan, draft, edit and review.

**Produce and publish traditional stories applying all the learning from the block.**



## Information Texts

### Statutory Requirements

#### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- discussing their favourite words and phrases

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing for different purposes
- consider what they are going to write before beginning by:
- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Understand that some books contain stories while others give information.

Read and write sentences.

Can write their own page for a non-chronological report.

### Suggested Texts

Wonderful Earth – **Nick Butterworth**

Ice Bear – **Nicola Davies**

A first book of nature – **Nicola Davies and Mark Hearld**

Big Blue Whale – **Nicola Davies**

Looking at Minibeasts - Ladybirds and Beetles – **Sally Morgan**

Touch – **Mandy Suhr**

Taste (The Senses) – **Mandy Suhr**

I can Move (I'm Alive) – **Mandy Suhr**

Usborne Lift-the-flap Picture Atlas – **Alex Frith & Kate Leake**

Space – **Sarah Powell** (Priddy Books)








ABC UK – **James Dunn and Helen Bate**







## Phased Teaching (based on 2-3 weeks)






### Immersion

-  Investigate non-fiction books/ICT texts on similar themes to show that they can give different information and present similar information in different ways.
-  Use contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopaedias, indexes, directories.
-  Pose questions and record these in writing, prior to reading.
-  Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand.
-  Examine texts to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a glossary, dictionary or encyclopaedia.
-  Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, skeleton frames, to use in subsequent writing.
-  Capture language ideas and learning to use and apply in the writing phase.

### Analysis

-  Identify and display the features of information texts.
-  Include incidental writing opportunities.

### Writing / Presentation

-  Model how to write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.
-  Children write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.
-  Maintain consistency in non-narrative, including purpose and tense.
-  Create an alphabetically ordered dictionary or glossary of special interest words for the information text.
-  Plan, draft, edit and review.

**Produce and publish information texts applying all the learning from the block.**





## Poetry – Patterns on a Page

### Statutory Requirements

#### Reading – comprehension

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

- about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing for different purposes
- consider what they are going to write before beginning by:
- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Talk about favourite words or parts of a poem.

Notice a poem's pattern.

Perform in unison, following the rhythm and keeping time.

Imitate and invent actions.

List words and phrases or use a repeating pattern or line.

### Suggested Texts

Slinky Malinki – **Lynley Dodd**

Wriggle and Roar- Poems to Join In With – **Julia Donaldson**

Crazy Mayonnaisy Mum – **Julia Donaldson**

The Highway Rat – **Julia Donaldson**

Hippospotamus – **Jeanne Willis and Tony Ross**





## Phased Teaching (based on 2-3 weeks)

### Immersion

- 📖 As a class and in groups, children hear, read and respond to a range of poems with different patterned structures.
- 📖 Explore the different patterns created, both by the ways words and phrases are used and sequenced, and by the way the text is laid out on page or screen.
- 📖 Sort poems according to their pattern type and then perform some of them in appropriate fashion.
- 📖 Know the names of some poems and poets.
- 📖 Capture language ideas and learning to be able to use and apply in the writing phase.

### Analysis

- 🔍 Identify and display the features of those poems explored.
- 🔍 Model and explore writing in several different patterned forms.
- 🔍 Focus on developing colourful and inventive language choices to create or continue particular patterns.
- 🔍 Include incidental writing opportunities.

### Writing / Presentation

- ✍️ Children write a simple patterned poem, first through modelled and shared composition.
- ✍️ Encourage playing with interesting and inventive language choices to create or continue a particular pattern or within a given frame, based on poems read.
- ✍️ Plan, draft, edit and review.

**Produce and publish poems applying all the learning from the block.**





*“Reading widely and often feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious minds”*

- The National Curriculum (2014)





## Different Stories by the Same Author

### Statutory Requirements

#### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes

consider what they are going to write before beginning by:

- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Identify typical features of a traditional story.

Demonstrate understanding of characterisation by talking about what a character looks like, how the character behaves and suggesting reasons for the character's feelings or actions.

Write a complete story using a shared story plan, making use of features from reading to make it 'sound like a story'.

Present a logical sequence of events and make use of connectives to show links between events.

### Suggested Texts

Willy the Champ, Willy the Wimp – **Anthony Browne**

**Jill Murphy**

**Allan Ahlberg**

**Anne Fine**

**Oliver Jeffers**

**Julia Donaldson**

**Nick Butterworth**

**Chris Wormell**

**Shirley Hughes**

**Mini Grey**

Camille and the Sunflowers, Degas and the Little Dancers, Picasso and the Girl With a Ponytail – **Laurence Anholt**











Oops!, Suddenly!, Goal! – **Colin McNaughton**










### Phased Teaching (based on 2-3 weeks)








#### Immersion

-  Read several books by the same author (in shared and independent reading).
-  Find out more about the author's themes/styles;
-  Identify and compare similarities and differences and express personal response.
-  Talk about a text and explain their reaction to it.
-  Explore characterisation in an author's books by:
  -  -responding imaginatively through appropriately planned drama activities.
  -  -gathering evidence from the text
  -  -interpreting what has been read including making inferences and using the text to support
-  Pose and answer questions about particular characters
-  Capture language ideas and learning to use and apply in the writing phase.

#### Analysis

-  Identify and display the features of stories by the author studied.
-  Work collaboratively in a group to investigate the style of another author.
-  Discuss and agree on features of the author's style and a favourite to recommend to the class.
-  Begin to know or expand knowledge of the names of some authors
-  Include incidental writing opportunities.

#### Writing / Presentation

-  Use drama and discussion to explore ideas for a new story using a familiar character created by one of the chosen authors.
-  Children write their own complete stories with:
  -  consistent use of third or first person and tense;
  -  descriptions of settings and characters;
  -  some dialogue
  -  events
-  Plan, draft, edit and review.

**Produce and publish stories applying all the learning from the block.**





## Explanations Statutory Requirements

### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- discussing their favourite words and phrases

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing for different purposes
- consider what they are going to write before beginning by:
- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Use alphabetical order to access simple dictionaries and glossaries.

Read simple definitions and explanations.

Write simple reports - explanations require many of the same language structures as reports, but explanations are an extension of report texts in that they explain phenomena, rather than simply describe them.

Contribute to class discussions on the use of conjunctions which relate to cause and effect, for example because and so.

### Suggested Texts

From Puppy to Dog – **Jillian Powell**

From Lamb to Sheep – **Jillian Powell**

What do Wheels and Cranks Do? – **David Glover**

Watch me Grow : Panda – **Fleur Star**

What Were Castles For? – **Phil Roxbee Cox**

Who Built The Pyramid – **Meredith Hooper**

How we make stuff – **Christiane Dorian and Beverley Young**



## Phased Teaching (based on 2-3 weeks)

### Immersion

- Use and discuss previous learning from another curriculum area that explains a process e.g. life cycle of a plant, an electricity circuit. Begin to capture words related to the topic discussed.
- Provide opportunities for children to explore non-fiction texts (related to topic), drawing attention to index pages, glossary and title pages. Encourage children to find a key word using an index and then locate the relevant information on a page.
- Begin to construct a class or individual glossary linked to same topic, focusing on alphabetical order and definition.
- Look together at a range of explanation texts on the linked topic. Use a selection of texts as examples of how a process is described through the use of diagrams and flowcharts. Draw attention to labels and captions that help to explain what is happening.
- Capture language ideas and learning to use and apply in the writing phase.

### Analysis

- Through discussion, identify the different ranges of presentation, including flow charts and diagrams, and encourage children to identify ones that they think give a clear explanation of a process to the reader.
- Identify and display the key features of explanation texts.
- Create a flowchart or cyclical diagram to explain the process discussed in immersion phase. Model an oral explanation of the process using the flowchart and appropriate physical gestures.
- Give the children the opportunity to explain the same process orally also using language and gestures appropriately.
- Revisit and clarify the key features of explanation texts.
- Children construct a pictorial flow chart based on an investigation from another curriculum area and information collected from reading.
- Give the children the opportunity to explain the same process orally using language and gestures appropriately.
- Include incidental writing opportunities.

### Writing / Presentation

- Model how to write an explanation text.  
Children write an explanation text.
- This is presented as a written, diagrammatic explanation text or as an oral presentation using a flow chart or diagram for support.
- Encourage children to sequence logically, apply consistent use of present tense and use connecting words and phrases to link sections.
- Plan, draft, edit and review.

**Produce and publish explanations applying all the learning from the block.**



## Instructions

### Statutory Requirements

Reading – comprehension	Writing-Composition	Vocabulary, Grammar and Punctuation
<p><b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p><b>develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p> <p><b>Terminology</b></p> <p><b>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</b></p>





## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Listen to and follow at least three consecutive instructions.

Read and follow simple written instructions.

### Suggested Texts

Honey Biscuits – **Meredith Hooper**

Looking After Your Hamster – **Helen Piers**

Taking Care of Your Rabbit – **Helen Piers**





## Phased Teaching (based on 2-3 weeks)

### Immersion

- 📖 Demonstrate oral instructions for children to follow.
- 📖 The children practise giving and following oral instructions.
- 📖 Discuss what helps make the instructions clear.
- 📖 Demonstrates how to read and follow simple written instructions and children read and follow simple written instructions.
- 📖 Compare sets of instructions for purpose, structure and effectiveness.
- 📖 Capture language ideas and learning to use and apply in the writing phase.

### Analysis

- 🔍 The teacher and children analyse language features of written instructions.
- 🔍 Children practise writing instructional sentences using commands (imperative verbs)
- 🔍 Identify and display the features of instructions.
- 🔍 Include incidental writing opportunities.

### Writing / Presentation

- ✍️ Model how to write a set of instructions.  
Children write a set of instructions.
- ✍️ Ensure children are familiar with instructions first and have rehearsed orally.
- ✍️ Encourage appropriate use of consistent tense and indicate sequence clearly, for example through numbering or use of sequencing words, and include diagrams if appropriate.
- ✍️ Plan, draft, edit and review.

**Produce and publish instructions applying all the learning from the block.**



## Poetry – Really Looking

### Statutory Requirements

#### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing for different purposes
- consider what they are going to write before beginning by:
- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2

- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**





## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Talk about favourite words or parts of a poem.

Notice a poem's pattern.

Perform in unison, following the rhythm and keeping time.

Imitate and invent actions.

List words and phrases or use a repeating pattern or line.

### Suggested Texts

What is the Sea? – **Reeve Lindbergh**

Poetry Anthologies

The Poetry Store – **Paul Cookson**

A first book of nature – **Nicola Davies and Mark Hearld**

Where my Wellies take me – **Michael and Clare Morpurgo**



## Phased Teaching (based on 2-3 weeks)

### Immersion

- Children hear and read a range of poems where the writer is responding to some closely observed or recalled experience. Subject matter for poems both read and written could be drawn from across the curriculum or related to class themes.
- Discuss what the poems are about. Building from the work on using the senses in Year 1, think about the way the writer has chosen and used words to describe the details of his/her experience or observation.
- Encourage response to the poems in a variety of ways, for example through dance, drama and art.
- Children perform some of the poems, individually or together, using actions and sound effects where appropriate to add to the poems' meaning.
- Capture language ideas and learning to use and apply in the writing phase.

### Analysis

- Identify and display the key features of the poetry discussed.
- Focus on imaginative and adventurous language choices, further developing children's vocabulary.
- Include incidental writing opportunities.

### Writing / Presentation

- Model how to explore and write simple poetry or short prose texts which describe some closely observed first-hand experience.
- Children explore and write simple poetry or short prose texts which describe some closely observed first-hand experience.
- Focus on adventurous language and its effective use, without necessarily being constrained by particular poetic forms or rhyme.
- Plan, draft, edit and review.

**Produce and publish poetry applying all the learning from the block.**

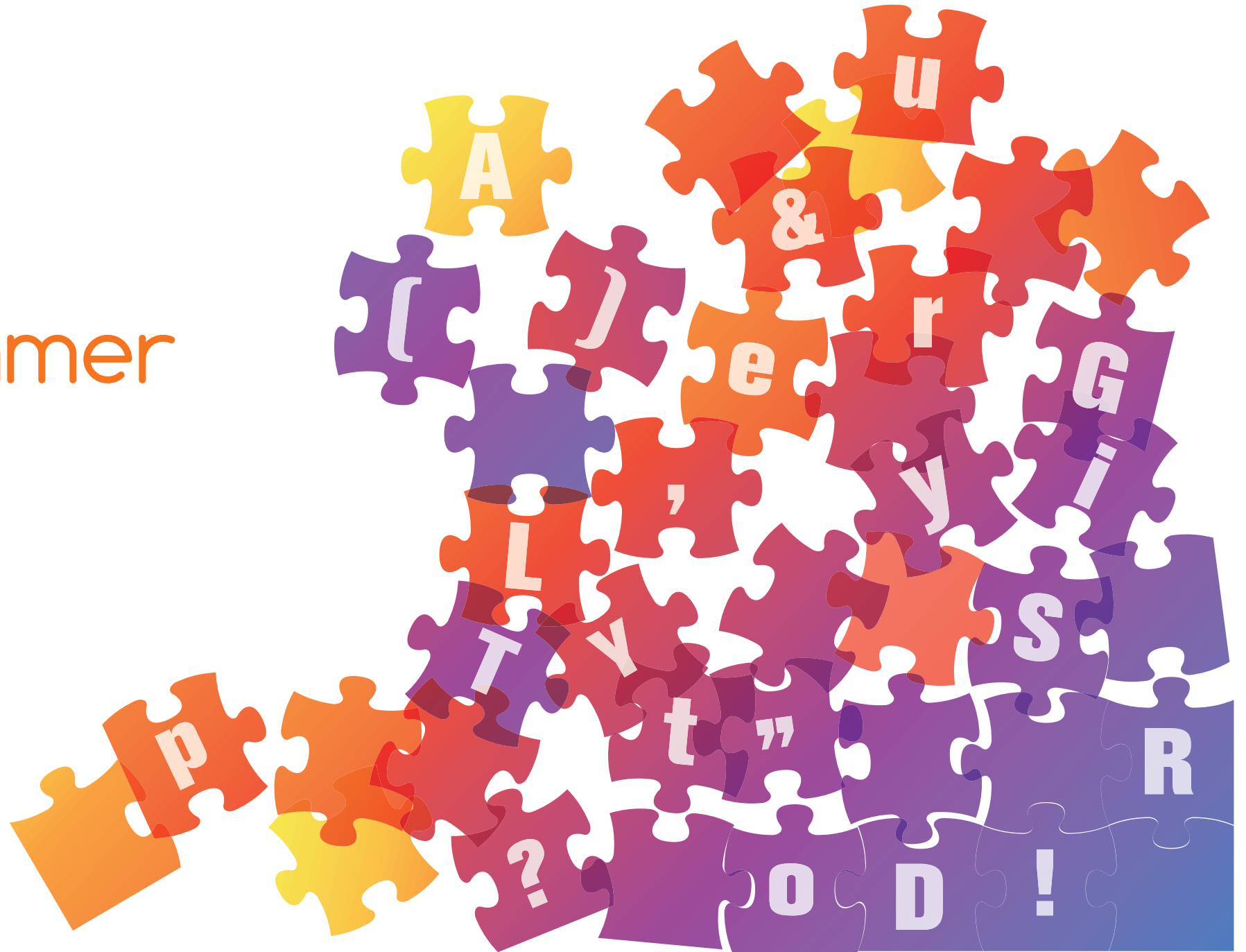


*“Imagination is more important than knowledge.”*

- Albert Einstein



Summer



## Significant Authors Statutory Requirements

### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes

consider what they are going to write before beginning by:

- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Explain reasons for events in stories with reference to characters' actions and motives.

Work collaboratively in a group, taking turns and reaching agreement.

Identify story elements: characters, setting, and key events.

Plan a story by making notes under the headings: Opening, Something happens, Events to sort it out, Ending.

Write simple and compound sentences.

Sequence stories and link parts of stories.

Use the third person and past tense consistently in narrative writing.

### Suggested Texts

Krindle Krax – **Philip Pullman**

**Anne Fine**

**Dick King-Smith**

**Roald Dahl**









**Jill Murphy**










## Phased Teaching (based on 2-3 weeks)





### Immersion

-  Read an extended story by a significant author as a serial.
-  Summarise the plot and look at links between events.
-  Make predictions at key moments in the story.
-  Track a particular character and notice ways that they change.
-  Analyse pieces of dialogue, re-enact and improvise new dialogue.
-  Evaluate the story and discuss techniques used by the author to sustain the reader's interest.
-  Capture language ideas and learning to use and apply in the writing phase.
-  Optional extras - Have other longer stories available for children to read independently. Support children in selecting and reading whole books on their own: for example, give a group copies of the same book, ask them each to read up to a certain point and then discuss it together.

### Analysis

-  Discuss features of extended stories, for example more complicated plots, finding out more about characters.
-  Display the features of the genre.
-  Children plan a sustained story.
-  Provide story ideas and support for planning and writing by working with groups during the writing process. Discuss and agree success criteria based on learning in previous units.
-  Include incidental writing opportunities.

### Writing / Presentation

-  Children write a sustained story independently. Provide class teaching on particular aspects of writing through modelling at different stages of the process. Focus on:
  - composing compound sentences and using subordination; a logical sequence of events; sentences grouped together; consistent use of the third person and past tense
-  Plan, draft, edit and review.
  - Produce and publish work applying all the learning from the block.**
-  Optional extras - In addition, groups work together to dramatise a scene from one of the stories they have written.
-  Optional extras - They present it to the class who then evaluate the performance and make constructive comments.





## Non-Chronological Reports

### Statutory Requirements

#### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- discussing their favourite words and phrases

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done

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

explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing for different purposes

consider what they are going to write before beginning by:

- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Scan texts for information.

Offer opinions about the suitability of a text for research.

### Suggested Texts

Find out about the Body – **Anita Ganeri**

Wind and Us – **Jillian Powell**

I Wonder Why My Tummy Rumbles – **Bridget Avison**

I Know Where My Food Goes – **Katherine McEwen**

Usborne Lift-the-flap Picture Atlas – **Alex Frith & Kate Leake.**





## Phased Teaching (based on 2-3 weeks)

### Immersion

- Read and compare paper and ICT-based non-chronological reports on the same theme. Possibly linked to another curriculum area.
- Demonstrate how to locate specific information using the contents and index sections (or search engines if using an ICT text) and how to answer specific questions using the text.
- Identify common features and evaluate the effectiveness of the text layout in supporting readers to retrieve information. Encourage children to use evidence from the text.
- Capture language ideas and learning to use and apply in the writing phase.

### Analysis

- Identify and display the features of non-chronological reports.
- First through modelling, children plan a non-chronological report, organising ideas, using subheadings, key details and information to structure the text.
- Include incidental writing opportunities.

### Writing / Presentation

- Model how to write their own (complete or section of) non-chronological reports arranged into simple paragraphs.
  - Children write their own (complete or section of) non-chronological reports arranged into simple paragraphs.
  - Using the plans from the previous sessions, model taking a subheading and creating topic paragraphs.
  - Plan, draft, edit and review.
- Produce and publish work applying all the learning from the block.**



## Poetry – Silly Stuff

### Statutory Requirements

#### Reading – comprehension

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

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books they can already 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
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

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

explain clearly their understanding of what is read to them

#### Writing-Composition

**develop positive attitudes towards and stamina for writing by:**

- writing for different purposes
- consider what they are going to write before beginning by:
- 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

make simple additions, revisions and corrections to their own writing by:

- 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 (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- 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)
- the grammar for year 2 in English Appendix 2

- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma**



## English Appendix 2:

### Word

- Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
- Formation of **Adjectives** using **suffixes** such as *-ful, -less*
- (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- 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*]

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Previous Knowledge / Prior Learning

Check that children can already:

Talk about favourite words or parts of a poem. Listen to poems being read and talk about likes and dislikes - including the words used.

Perform in unison, following the rhythm and keeping time.

Make up funny sentences and playing with words.

Create a repeating pattern or line.

### Suggested Texts

Don't Put Mustard in the Custard – **Michael Rosen**

Rumble in the Jungle – **Giles Andreae**

Quack said the Billy Goat – **Charles Causley**

Hippospotamus – **Jeanne Willis and Tony Ross**

Don't Put Your Finger in the Jelly, Nelly! – **Nick Sharratt**



## Phased Teaching (based on 2-3 weeks)

### Immersion

- 📖 Hear and read silly poems and other humorous texts that play with language, for example riddles, language puzzles, jokes, nonsense sentences, etc.
- 📖 Respond to these examples of language play in a variety of ways, for example through dance, drama and art.
- 📖 Encourage the children to discuss what they think is funny or surprising and think about the way the writer has chosen and used words to achieve this effect.
- 📖 Children perform some of the poems, jokes, silly sentences and riddles, individually or together, using actions and sound effects where appropriate to add to the humour.
- 📖 Capture language ideas and learning to use and apply in the writing phase.

### Analysis

- 🔍 Identify and display the key features of the poetry explored.
- 🔍 Through modelled and shared composition, explore language through play and experimentation, orally and then in writing. Include word games, silly sentences, jokes, humorous rhymes, etc.
- 🔍 Focus on devices such as alliteration, onomatopoeia, puns and word-play, etc., as well as repeated patterns, sentence/verse 'starters', etc., with the emphasis on the playful and surprising selection of words and phrases.
- 🔍 Develop imaginative and adventurous vocabulary and language choices.
- 🔍 Include incidental writing opportunities.

### Writing / Presentation

- ✍️ Model how to write silly poems or passages as a way of exploring language use.
- ✍️ Children write their own silly poems or passages as a way of exploring language use.
- ✍️ Encourage them to focus on adventurous and entertaining language, as for example in alliteration, or the juxtaposition of surprising and unusual elements, without necessarily being constrained by sense or meaning.
- ✍️ Plan, draft, edit and review silly sentence poems.

**Produce poems applying all the learning from the block.**

# Appendix





# Immersion Strategies





## Strategies to Immerse Children in a Text Type

The following approaches are really effective in developing children's responses to a text type through developing their vocabulary, drama skills, speaking and listening, rehearsal and oral retelling. If captured, this will lead to application of these skills in their written presentation at the end of the text type block.

### Storyboards

Put 6-8 pictures from a story onto A3 landscape format (3x2 or 4x2). If these are laminated they can be re-used throughout the block/by another class or year group. Try to build these up over the year/school so they can become a resource for colleagues to dip into or use for blocks of work. They can also be used in reading for pleasure sessions as a visual text.

Pre-telling the story is using the storyboard before having read the story. This can be a quick or longer strategy depending on how you want to use it. The children can orally tell the story, add notes on post-its to stick onto their storyboard or develop sentences/paragraphs to write their own version of the story. If a complete story is written it is really good to compare this to the original text.

Re-telling the story is using the storyboard to prompt after reading story to the children.

Storyboards are an effective and efficient way of using the same resource to differentiate. When the children are using the storyboard, they can have challenging prompts focusing on language structure, vocabulary or punctuation appropriate to their next steps e.g. one group focuses on using conjunctions and, then, because; another group has adverbs to include; another group has to use fronted adverbial phrases.

### Role on the Wall

A character outline is shared with the children (A4, A3 or life-size-draw round one of your children on wallpaper). The children then describe what the character looks like on the outside of the outline and what the character feels on the inside. This can be used at different points in a story to allow the children to consider how feelings of characters can change during a story.

### Barrier Game

Before seeing a setting or character the teacher describes what it or they look like and the children have to draw their interpretation. The focus is on the accuracy of the words used by the describer and the listening skills of the drawer, rather than the drawing ability of the children. This can also be done in pairs with one child being the describer and the other the drawer.

### Babble Gabble

This is a fun, frenetic way of getting the children to summarise the key points of a story/section of a story. After hearing part or all of a story the children work in pairs. First child has 1 minute to retell the story. Second child then retells story in 30 seconds. First child then retells in 15 seconds. Second child then has 10 seconds. As the time shortens you will notice a speeding up of talking and more use of gestures in the retelling.





### Phone Conversation

On the carpet get the children to sit back to back and hold their hands to their mouth and ear as if holding an invisible phone so they can have a conversation in-role. Good for getting the children to think like a character and respond to questions from another character in a story or a reporter. The children can swap characters and repeat, adding to what their partner has started with, or going in a different direction completely.

### Snowstorm

This is a great way to help children recall events or facts and learn from each other. Having already heard a story or part the children write down one thing they remember about the story/character/setting/feature (non-fiction/poetry) on a piece of paper (scrap is fine). Next they scrunch it up into a snowball and throw into the middle of the carpet or table (depending on space available). Each child picks up a snowball, unfolds, reads information and adds to it. This can be repeated as long as the children can think of other things to write down. This is a good strategy to use when reviewing any learning e.g. Science, Geography, History, RE, DT.

### Conscience Alley

When reading a text, stop at a point when one of the characters has a decision to make. Discuss what that choice is and get the children to decide whether they want to be on the side for or against doing something. Make two lines (one for and one against) with a gap in the middle and then walk down the middle listening to the children's reasons. At the end of the line make your decision, based on how persuasive the lines were and give reasons for how you reached your decision. The children can have a go at being the character next time. This supports all abilities, as less confident children can use/develop ideas already heard and you can challenge more able children to come up with more ideas or better ways of putting the idea.

### Freeze Frame

First, model with one group, in front of the class. Choose children to be characters at a specific point in the story, get them to position themselves and then freeze in position. Teacher then goes into the frame and asks each character how they are feeling/ what they are going to do next. All the children can work in character in groups to do this- they can all be at the same point, or allocated different key points in the story. Teacher then goes around the groups asking them questions in-role.

### Jigsaw

Each group is given a specific aspect to research e.g. in an author study might be home life, growing up, influences, books written etc. Each group produces a poster/info sheet. Once this is complete, one person stays with the poster and the rest of the group move round to another group to make notes and learn about a different aspect. The person left behind is the 'expert' who has to answer questions/explain anything the other groups ask as they move around. This is repeated until they have been around all the groups. Then each group has to produce a range of posters, using the notes they have taken, on all the different aspects covered, thus learning from each other. These can be evaluated and the most effective ones displayed. This is also a really useful cross-curricular strategy.





## Spies and Envoys

This is a good way to review learning. In groups of 4-6 children create a poster on all they have learned/know about a text type or focus e.g. Non-fiction texts or Michael Morpurgo author study. The group chooses one person to be a spy, who has to go and steal information from other group posters and then bring it back to add to their own poster, thus learning from each other and recognising gaps in their own information, which they can use to improve.

Envoys use higher-order skills, as when they go to another group they have to look at the poster, decide what they want to take back and use. Then they have to think of something on their poster that they will trade for this new information. This has to be agreed with the other group and then they can take it back and use it on their own poster. If there is nothing they want off the other group's poster, they move on to the next group and don't offer any information to that group.

## Pyramid Game

This is a way of getting the children to consider the importance of events, features or facts. Children are given/write down 10 events/features or facts (depending on text type). They then have to order them with the most important at the top of the pyramid and the least important on the bottom row e.g.

```

      X
     X X
    X X X
   X X X X

```

They can then discuss their reasons for putting cards in particular order, with a view to being able to change their mind if they think their partner/group has a better reason for putting them in different order. The children don't have to reach full agreement on every point, as with stories they can interpret them differently and with non-chronological reports the order is down to the writer too. This can be done in pairs, groups or whole class and leads to really good discussion and development of their reasoning skills to justify choices.

## Mind Maps

These can be used to capture ideas around a story, for research in non-fiction and for looking at different aspects of a poem. The block title goes in the centre, then different aspects such as setting, characters, build up, problem, resolution, vocab- own and maggied words and phrases. This is a good way to capture the learning in the immersion phase and can be added to in the plenary. This can then be added to with the analysis phase of the block and, in essence becomes the plan for writing in the text type during the writing and presentation phase. It can also be used as an assessment tool for the children, with an expectation that they look back at it and use some of the words and phrases within the features of the text type.

## Magpies

All writers are magpies who steal words and phrases they hear, to use in their own writing. This is a great chance to share ideas in the plenaries throughout the session and to record their own ideas for vocabulary and phrases and then magpie-ing one or two from others. Teachers can model this when discussing ideas that they are putting up on to their working wall, then stealing some from the children to put up too and then modelling how to use these when they come to the writing/presentation phase of the block.

## KWL Grids

These are a good way of starting with what the children already **know** about a new text type for the teacher to decide what the gaps in learning are and what they need to focus on. They are an opportunity for the children to help direct the learning through thinking about **what they want to learn** which can be discussed and agreed with the teacher at the beginning of the block. Then at the end of the block to review what they have **learned e.g.**

K	W	L





*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”*

- Dr Seuss



Possible Cross  
Curricular links





## Opportunities for applying the skills in writing across the curriculum

	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
<b>Year 2</b>	Stories with familiar settings	Number and place value	Problem Solving, reasoning and communication	All living things and their habitats	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)	Use basic geographical vocabulary to refer to:  Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Developing techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D  being taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<p><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components,</p>		Listen with concentration and understanding to a range of high-quality live and recorded music	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
<b>Autumn</b>	Tradition stories	Addition and subtraction		Plants								
	Information texts	Multiplication and division										
	Poetry - Patterns on a page											







	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
<b>Spring</b>	Different stories by the same author  Explanations  Information texts  Poetry – really looking	Fractions  Measures  Geometry  Properties of shapes  Position, direction and motion  Calculation	Problem Solving, reasoning and communication	Animals including humans  Use of everyday materials		Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map	Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet		including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate</b> Explore and evaluate a range of existing products		Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Participate in team games, developing simple tactics for attacking and defending
<b>Summer</b>	Significant authors  Non-chronological reports  Poetry - silly stuff	Data  Calculation	Problem Solving, reasoning and communication	Sound		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Recognise common uses of information technology beyond school		evaluate their ideas and products against design criteria  <b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.			Perform dances using simple movement patterns.





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Notes



