



Autumn

	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2
<p>Y2 – Ourselves (Cycle A) Class Reader – The Owl who was afraid of the dark (Jill Murphy)/ Poems about children and families</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with imaginary settings • Write stories that have the language of fairy tales and traditional tales 	<p>Goldilocks and the 3 Bears</p> <p>Tasks: Story retell, Story innovation – Goldilocks returns</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • Make stories interesting and detailed • Begin to edit/improve writing 	<p>Alfie Stories</p> <p>Tasks: Read and Discuss stories to introduce setting, characters and vocabulary. Complete book review sheets about these stories. Alfie character description Own Alfie story</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • Make stories interesting and detailed 	<p>Alfie Stories</p> <p>Task: Write a letter to explain how you think the problem could be solved</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • To set out writing correctly • Edit/improve writing • To complete writing feedback sheets and set 	<p>Alfie Poems</p> <p>Tasks: To identify and write rhyming words To write a poem about themselves</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • To say out loud what I want to write before I write it down • To set out writing correctly • Can use simple adjectives • Edit/improve writing • To complete writing feedback 	<p>All about Me</p> <p>Tasks: Write an information page about yourself</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • To set out writing correctly including the use of subheadings • Edit/improve writing • To complete writing feedback



<ul style="list-style-type: none">• Write stories with familiar settings• Write stories that mimic significant authors <p>Non Fiction</p> <ul style="list-style-type: none">• Read, share and discuss non fiction texts• Write information texts including a character description• Write letters <p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words• To write poems that use rhyme,	<ul style="list-style-type: none">• To complete writing feedback sheets with support and set appropriate writing targets	<ul style="list-style-type: none">• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets	appropriate writing targets	sheets and set appropriate writing targets	sheets and set appropriate writing targets
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patterns and description					
<p>Y2 – Homes (Cycle B) Class Reader – The Owl who was afraid of the dark (Jill Tomlinson)/ Home and family poems</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with imaginary settings • Write stories that have the language of fairy tales and traditional tales • Write stories with familiar settings • Write stories that mimic significant authors <p>Non Fiction</p> <ul style="list-style-type: none"> • Read, share and discuss 	<p>The Three Little Pigs</p> <p>Tasks: Story retell, Story innovation – the 4th pig</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • Make stories interesting and detailed • Begin to edit/improve writing • To complete writing feedback sheets with support and set appropriate writing targets 	<p>Katie Morag Stories</p> <p>Tasks: Read and Discuss stories to introduce setting, characters and vocabulary. Complete book review sheets about these stories.</p> <p>Katie Morag character description</p> <p>Own Katie Morag story</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • Make stories interesting and detailed • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets 	<p>A Squash and a Squeeze</p> <p>Task: Write a letter to explain how you think the problem could be solved</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • To set out writing correctly • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets 	<p>My home</p> <p>Tasks: Write an information page about your home</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • Capital letters and full stops • Can use conjunctions • Can use simple adjectives • Boxed up Planning • To set out writing correctly including the use of subheadings • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets 	<p>Home Poems</p> <p>Tasks:</p> <p>To identify and write rhyming words</p> <p>To write a poem about their home</p> <p>Skills</p> <ul style="list-style-type: none"> • Can spell words containing the 40+ sounds • Finger Spaces • To say out loud what I want to write before I write it down • To set out writing correctly • Can use simple adjectives • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets



<p>non fiction texts</p> <ul style="list-style-type: none">• Write information texts including a character description• Write letters <p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words• To write poems that use rhyme, patterns and description					
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Spring

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	Spring 1	Spring 1	Spring 2	Spring 2	Spring 2
<p>Y2 – Up in the air (Cycle A) Class Reader – Bob’s Lunar Adventures (Simon Bartram) / Space Poems</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with imaginary settings • Write stories with familiar settings <p>Non Fiction</p> <ul style="list-style-type: none"> • Read, share and discuss non fictions texts • Write information texts including a character description • Write letters • Write instructions 	<p>Back to Earth with a Bump</p> <p>Tasks: Story retell Story extension – where does Hal go on his next adventure?</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • Can use conjunctions • Can use different starter words • Can use noun phrases • Can write question sentences • Can use new words to excite the reader • To write in the correct tense • Boxed up Planning 	<p>Man on the Moon</p> <p>Tasks: Read and Discuss stories to introduce setting, characters and vocabulary. Complete book review sheets about these stories. Bob character description Own Bob story</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • Can use conjunctions • Can use different starter words • Can use noun phrases • Can write question sentences • Can use new words to excite the reader 	<p>Planets</p> <p>Tasks: Write an information page about planets</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can write contractions correctly • Capital letters full stops, question marks, exclamation marks and commas • Can use conjunctions • Can use different starter words • Can use noun phrases • Boxed up Planning • Make stories interesting and detailed • Edit/improve writing • To complete writing feedback 	<p>Weather Poems</p> <p>Tasks: To identify and write rhyming words To write a poem about the weather</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • To say out loud what I want to write before I write it down • To set out writing correctly • Can use powerful verbs and adjectives • Edit/improve writing • To complete writing feedback sheets and set 	<p>How to make a moving space picture</p> <p>Task: Write some instructions for how to make a moving space picture</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • To write command sentences • To set out writing correctly • Can use bossy verbs • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets



<p>Poems</p> <ul style="list-style-type: none"> • Read, share and discuss poems • To identify and write rhyming words • To write poems that use rhyme, patterns and description 	<ul style="list-style-type: none"> • Make stories interesting and detailed • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets 	<ul style="list-style-type: none"> • To write in the correct tense • Boxed up Planning following the story mountain • Make stories interesting and detailed • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets 	<p>sheets and set appropriate writing targets</p>	<p>appropriate writing targets</p>	
<p>Y2 – Animal Kingdom (Cycle B) Class Reader – The Hodgeheg and Sophie’s Tom (Dick King Smith) / Animal poems</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with familiar settings • Write stories that mimic significant authors 	<p>Pets</p> <p>Task: Information page about pets</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • Can use noun phrases • Can use conjunctions 	<p>Peter Rabbit</p> <p>Tasks: Read and Discuss stories to introduce setting, characters and vocabulary. Complete book review sheets about these stories. Peter Rabbit character description Write a retell of the story of Peter Rabbit Create own Beatrix Potter character – write a story about their character’s visit to the garden</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the 	<p>Zetland School</p> <p>Task: Write an information page about our school</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can write contractions correctly • Capital letters full stops, question marks, exclamation marks and commas 	<p>Animal Poems</p> <p>Tasks: To identify and write rhyming words To write a poem about an animal</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas 	<p>How to make a felt animal</p> <p>Task: Write some instructions for how to make a felt animal</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • To write command sentences



<p>Non Fiction</p> <ul style="list-style-type: none">• Read, share and discuss non fiction texts• Write information texts including a character description• Write letters• Write a simple recount <p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words• To write poems that use rhyme, patterns and description	<ul style="list-style-type: none">• Can use different starter words• Can write statement sentences• Boxed up Planning• To set out writing correctly including the correct use of subheadings• To edit/improve writing• To complete writing feedback sheets with support and set appropriate writing targets	<p>correct graphemes needed</p> <ul style="list-style-type: none">• Capital letters full stops, question marks, exclamation marks and commas• Can use conjunctions• Can use different starter words• Can use noun phrases• Can write question sentences• Can use new words to excite the reader• To write in the correct tense• Boxed up Planning following the story mountain• Make stories interesting and detailed• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets	<ul style="list-style-type: none">• Can use conjunctions• Can use different starter words• Can use noun phrases• Boxed up Planning• Make stories interesting and detailed• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets	<ul style="list-style-type: none">• To say out loud what I want to write before I write it down• To set out writing correctly• Can use powerful verbs and adjectives• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets	<ul style="list-style-type: none">• To set out writing correctly• Can use bossy verbs• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets
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Summer

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<p>Y2 – The Secret Garden (Cycle A) Class Reader – The Queen’s nose / Garden poems</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with familiar settings • Write stories that mimic a significant author • Write narrative diaries <p>Non Fiction</p>	<p>Percy the Park Keeper</p> <p>Tasks: Read and Discuss stories to introduce setting, characters and vocabulary. Complete book review sheets about these stories. Percy Character Description Percy’s Useful page</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can spell words with the suffixes – ed, er, ing • Capital letters full stops, question marks, exclamation marks and commas 	<p>Percy the Park Keeper</p> <p>Task: Creation of a new park keeper Story writing – Invention – What happens when the new park keeper looks after the lighthouse?</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can write contractions correctly • Capital letters full stops, question marks, 	<p>New pet – information page and letter writing</p> <p>Tasks: Investigate different pets and write and information page about pets to help Percy choose a new pet Write a letter to Percy to tell him which pet you think he should choose and why.</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can spell words with the suffixes – ed, er, ing 	<p>The Secret Garden</p> <p>Tasks: Write Mary’s diary for the day she enters the garden</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • To spell contractions correctly • Capital letters full stops, question marks, exclamation marks and commas • To write in the correct tense 	<p>Garden Poems</p> <p>Tasks: To identify and write rhyming words To write a poem about the garden</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • To say out loud what I want to write before I write it down



<ul style="list-style-type: none">• Read, share and discuss non fiction texts• Write information texts including a character description• Write letters• Write a simple recount• Write glossaries <p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words• To write poems that use rhyme, patterns and description	<ul style="list-style-type: none">• Can use conjunctions• Can use different starter words• Can use noun phrases• Can use new words to excite the reader• To write in the correct tense• Boxed up Planning• Make stories interesting and detailed• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets	<p>exclamation marks and commas</p> <ul style="list-style-type: none">• Can use conjunctions• Can use different starter words• Can use noun phrases• Boxed up Planning including following the story mountain• Make stories interesting and detailed• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets <p>•</p>	<ul style="list-style-type: none">• Capital letters full stops, question marks, exclamation marks and commas• Can use conjunctions• Can use different starter words• Can use noun phrases• Can use powerful verbs and adjectives• To set writing out correctly• Boxed up Planning	<ul style="list-style-type: none">• Can use powerful verbs and adjectives• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets	<ul style="list-style-type: none">• To set out writing correctly• Can use powerful verbs and adjectives• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets
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<p>Y2 – All at Sea (Cycle B) Class Reader – The Worst Witch (Jill Murphy) / Sea Poems</p> <p>Narrative</p> <ul style="list-style-type: none"> • Read, share and discuss stories • Write stories with familiar settings • Write stories that mimic a significant author • Write narrative diaries <p>Non Fiction</p> <ul style="list-style-type: none"> • Read, share and discuss non fictions texts • Write information texts including a character description • Write letters 	<p>Lighthouse Keeper</p> <p>Tasks: Read and Discuss stories to introduce setting, characters and vocabulary. Complete book review sheets about these stories. Mr Grinling’s Diary Mr Grinling character description</p> <p>Skills</p> <p>Mr Grinling’s useful page</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can spell words with the suffixes – ed, er, ing • Capital letters full stops, question marks, exclamation marks and commas • Can use conjunctions • Can use different starter words • Can use noun phrases • Can use new words to excite the reader 	<p>Lighthouse Keeper – Apology letter</p> <p>Tasks: Based on Lighthouse Keeper’s Rescue Story Mr Grinling Writing a letter to the inspectors to apologise for not doing his job properly</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can spell words with the suffixes – ed, er, ing • Capital letters full stops, question marks, exclamation marks and commas • Can use conjunctions • Can use different starter words • Can use noun phrases • To set writing out correctly • Boxed up Planning 	<p>New Lighthouse Keeper</p> <p>Task: Creation of a new lighthouse keeper Story writing – Invention – What happens when the new lighthouse keeper looks after the lighthouse?</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Can write contractions correctly • Capital letters full stops, question marks, exclamation marks and commas • Can use conjunctions • Can use different starter words • Can use noun phrases • Boxed up Planning including following the story mountain 	<p>Seaside Poems</p> <p>Tasks: To identify and write rhyming words To write a poem about the seaside</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • To say out loud what I want to write before I write it down • To set out writing correctly • Can use powerful verbs and adjectives • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets 	<p>How to make a lighthouse</p> <p>Task: Write some instructions for how to make a lighthouse</p> <p>Skills</p> <ul style="list-style-type: none"> • Can sound out words and think carefully about the correct graphemes needed • Capital letters full stops, question marks, exclamation marks and commas • To write command sentences • To set out writing correctly • Can use bossy verbs • Edit/improve writing • To complete writing feedback sheets and set appropriate writing targets
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<ul style="list-style-type: none">• Write a simple recount• Write glossaries <p>Poems</p> <ul style="list-style-type: none">• Read, share and discuss poems• To identify and write rhyming words• To write poems that use rhyme, patterns and description	<ul style="list-style-type: none">• To write in the correct tense• Boxed up Planning• Make stories interesting and detailed• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets		<ul style="list-style-type: none">• Make stories interesting and detailed• Edit/improve writing• To complete writing feedback sheets and set appropriate writing targets		
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