

# Year 2

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|                    | Autumn 1 7 weeks = 35 lessons<br>Autumn 2 8 weeks = 40 lessons                                                 |                                                                                                                           |                                                                                                                             |                                                                                                                                |                                                                                                                                                               |                                                                                                                           |                                                                                                                                               |                                                                                                         |                                                                                                             |
| Unit:              | 'Yoshi the Stonecutter': reading                                                                               | 'Otherwise': Narrative Writing                                                                                            | The Wolf, The Duck and the Mouse': Book Club                                                                                | Monster Pizza': Instructions Writing                                                                                           | 'The Planet in a Pickle Jar': Book Club                                                                                                                       | The Great Fire of London: non-chronological report                                                                        | The Proudest Blue': Reading and Writing                                                                                                       | 'Atinuke and Other Authors': Information Text                                                           | 'The Magic Box': Reading Imaginative Poetry                                                                 |
| Length             | 5 lessons                                                                                                      | 10 lessons                                                                                                                | 3 lessons                                                                                                                   | 6 lessons                                                                                                                      | 3 lessons                                                                                                                                                     | 9 lessons                                                                                                                 | 8 lessons                                                                                                                                     | 7 lessons                                                                                               | 5 lessons                                                                                                   |
| Type of writing    | Reading responses (traditional tale)                                                                           | Narrative writing (story writing)                                                                                         | Reading responses and book discussions                                                                                      | Instructions writing                                                                                                           | Reading responses and book discussions                                                                                                                        | Non-chronological report                                                                                                  | Descriptive writing and reading responses                                                                                                     | Information text (non-fiction)                                                                          | Imaginative poetry                                                                                          |
| Grammar covered    | Reading fluency and expression<br>Retrieval and comprehension skills<br>Sequencing events in a story           | Simple past tense<br>Adjectives<br>Fronted adverbials of time<br>Joining clauses with and<br>Question marks for questions | Speaking in full sentences<br>Using because to explain opinions<br>Vocabulary development and summarising                   | Fronted Imperative verbs (command words)<br>Adjectives<br>Fronted adverbials of time<br>Capital letters, full stops and commas | Speaking in full sentences<br>Using because to explain opinions<br>Vocabulary development and discussion of themes                                            | Subject-specific vocabulary<br>Statements and facts<br>Compound sentences using and<br>Titles, subheadings and paragraphs | Coordination (and, but, or)<br>Fronted adverbials<br>Similes<br>Precise vocabulary and descriptive sentences                                  | Fronted adverbials<br>Subject-specific vocabulary<br>Paragraphs (introduction and information sections) | Similes<br>Adjectives and adverbs<br>Poetic language and imagery<br>Sentence punctuation                    |
| Audience & purpose | Audience: ?<br>Purpose: understand the story, retrieve information, and make personal connections to the text. | Audience: ?<br>Purpose: entertain by writing a story with an opening, build-up and climax.                                | Audience: ?<br>Purpose: discuss the story, explore characters, setting, plot and themes, and share opinions about the text. | Audience: someone making the pizza<br>Purpose: give clear instructions on how to make a monster pizza.                         | Audience: ?<br>Purpose: discuss characters, setting, vocabulary and themes, and develop understanding of the text's message about family and the environment. | Audience: ?<br>Purpose: inform the reader about the Great Fire of London using factual information.                       | Audience: reader ?<br>Purpose: describe a special item and explore themes of identity and belonging through personal connections to the text. | Audience ?<br>Purpose: inform the reader about the author Atinuke using factual information.            | Audience: reader/listener<br>Purpose: entertain, create imaginative images and express ideas through poetry |

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| Year 2                | Spring 1 6 weeks = 30 lesson<br>Spring 2 4 weeks = 20 lessons                                                                                                                |                                                                                                                                                             |                                                                                                                                               |                                                                                                                                                                |                                                                                                                                                                   |                                                                                                                                                                                                  |                                                                                                                                                                                                                        |
| Unit:                 | 'Nocturnal Animals':<br>Non-Chronological<br>Report                                                                                                                          | 'The Owl Who<br>Was Afraid of the<br>Dark': Reading                                                                                                         | School Trip:<br>Recount Writing                                                                                                               | Don't Cross the<br>Line!': Book Club                                                                                                                           | 'Lucky Dip                                                                                                                                                        | Emmeline Pankhurst,<br>Little People Big Dreams':<br>Reading                                                                                                                                     | Florence Nightingale<br>and Mary Seacole                                                                                                                                                                               |
| Length                | 9 lessons                                                                                                                                                                    | 5 lessons                                                                                                                                                   | 3 lessons                                                                                                                                     | 2 lessons                                                                                                                                                      | 10 lessons                                                                                                                                                        | 3 lessons                                                                                                                                                                                        | 7 lessons                                                                                                                                                                                                              |
| Type of<br>writing    | Non-chronological<br>report                                                                                                                                                  | Reading<br>responses                                                                                                                                        | Recount writing                                                                                                                               | Reading responses<br>and book club<br>discussion                                                                                                               | Narrative writing                                                                                                                                                 | Reading responses<br>(biography)                                                                                                                                                                 | Non-chronological report                                                                                                                                                                                               |
| Grammar<br>covered    | Subject-specific<br>vocabulary<br>Paragraphs<br>(introduction and<br>themed sections)<br>Formal tone<br>Questions and<br>commands<br>Compound sentences                      | Retrieval and<br>inference skills<br>Describing<br>characters using<br>adjectives<br>Speaking in full<br>sentences to<br>discuss texts and<br>give opinions | Past tense<br>Fronted<br>adverbials<br>Expanded noun<br>phrases<br>Conjunctions<br>(because, that)<br>Commas<br>Chronological<br>sequencing   | Discussion skills<br>Inference<br>Opinions<br>Justifying ideas<br>Personal responses<br>Theme exploration                                                      | Fronted<br>adverbials<br>Causal<br>conjunctions<br>(because, so,<br>therefore)<br>Subject-specific<br>vocabulary<br>Simple,<br>compound &<br>complex<br>sentences | Reading fluency and<br>comprehension<br>Retrieving and inferring<br>information<br>Summarising key events<br>Discussion of significant<br>people and their<br>achievements                       | Subject-specific<br>vocabulary<br>Introduction, themed<br>paragraphs and<br>conclusion<br>Rhetorical questions to<br>hook the reader<br>Viewpoint fronted<br>adverbials<br>Statements, facts and<br>compound sentences |
| Audience<br>& purpose | Audience: reader<br>(class/teacher)<br>Purpose: inform the<br>reader about<br>nocturnal animals<br>using factual<br>information and<br>research about bats<br>and hedgehogs. | Audience: ?<br>Purpose:<br>understand the<br>plot, characters<br>and themes, and<br>develop personal<br>responses to the<br>story.                          | Audience:<br>teachers,<br>classmates and<br>other readers.<br>Purpose: recount<br>and describe a<br>school trip in<br>chronological<br>order. | Audience: ?<br>Purpose: discuss<br>and respond to<br>Don't Cross the<br>Line!, using<br>illustrations to<br>understand the<br>story and explore<br>its themes. | Audience: ?<br>Purpose:<br>explain a<br>process clearly<br>(how bees<br>make honey)                                                                               | Audience: classmates /<br>teacher<br>Purpose: understand the<br>features of a biography,<br>learn about Emmeline<br>Pankhurst, and explain<br>why she was a<br>significant historical<br>figure. | Audience: ?<br>Purpose: inform the<br>reader about Florence<br>Nightingale and Mary<br>Seacole using<br>researched factual<br>information and<br>comparisons between<br>the two historical figures.                    |

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| Year 2             | Summer 1 7 weeks = 35 lessons<br>Summer 2 5 weeks = 25 lessons                                                                          |                                                                                                                              |                                                                                                                                   |                                                                                                                                                     |                                                                                                                                                                         |                                                                                                                 |                                                                                                                                                |                                                                                                                                                                                            |                                                                                                                                                                                             |
| Unit:              | 'Florence Nightingale': Diary Writing                                                                                                   | 'And Tango Makes Three': Book Club                                                                                           | 'The Children of Lir': Reading                                                                                                    | Humorous Poetry                                                                                                                                     | 'Grandad's Island': Book Club                                                                                                                                           | Poetry inspired by big and small objects: understanding form                                                    | Spoken Language: Sharing Your Opinion                                                                                                          | Sharing Our Opinions: Agreeing and disagreeing                                                                                                                                             | 'Leaf': Book Club                                                                                                                                                                           |
| Length             | 5 lessons                                                                                                                               | 2 lessons                                                                                                                    | 5 lessons                                                                                                                         | 6 lessons                                                                                                                                           | 3 lessons                                                                                                                                                               | 8 lessons                                                                                                       | 3 lessons                                                                                                                                      | 3 lessons                                                                                                                                                                                  | 3 lessons                                                                                                                                                                                   |
| Type of writing    | Diary writing                                                                                                                           | Reading responses                                                                                                            | Reading responses                                                                                                                 | Poetry                                                                                                                                              | Reading responses and book discussions                                                                                                                                  | Poetry                                                                                                          | Spoken language and discussion                                                                                                                 | Speeches / public speaking                                                                                                                                                                 | Reading responses and book discussions                                                                                                                                                      |
| Grammar covered    | First person perspective (I, me, my)<br>Past tense<br>Informal tone<br>Simple sentences<br>Capital letters and full stops               | Discussion skills<br>Prediction<br>Inference<br>Opinions<br>Justifying ideas<br>Theme exploration                            | Fluency<br>Comprehension<br>Sequencing<br>Making connections<br>Expressing opinions<br>Reading with expression                    | Poetic devices used to create humour<br>Adjectives and adverbs<br>Reading with expression and performance skills<br>Personal responses to poetry    | Speaking in full sentences<br>Explaining opinions using because<br>Vocabulary development<br>Reading with expression<br>Discussing characters, setting, plot and themes | Poetic devices<br>Poetic structure and form<br>Performance and expression                                       | Speaking in full sentences<br>Giving reasons using because<br>Expressing and justifying opinions<br>Speaking loudly and clearly to an audience | Speaking in full sentences<br>Giving reasons using because<br>Agreeing and disagreeing respectfully<br>Asking and answering questions<br>Turn-taking and listening skills in conversations | Speaking in full sentences<br>Explaining opinions using because<br>Making predictions using evidence from the text<br>Vocabulary development<br>Discussion of themes and personal responses |
| Audience & purpose | Audience: ?<br>Purpose: recount events and express thoughts and feelings from Florence Nightingale's perspective through diary entries. | Audience: ?<br>Purpose: discuss and respond to And Tango Makes Three, exploring characters, themes and personal connections. | Audience: ?<br>Purpose: develop fluency, comprehension and personal responses through reading and discussing The Children of Lir. | Audience: reader/listener<br>Purpose: entertain through humorous poems, explore how poets create humour, and develop expressive performance skills. | Audience: ?<br>Purpose: discuss the story, share opinions, explore characters and themes, and develop understanding of family and separation.                           | Audience: ?<br>Purpose: entertain, create imagery and express ideas about big and small objects through poetry. | Audience: ?<br>Purpose: share opinions, explain reasons, and persuade others to understand or agree with a                                     | Audience: ?<br>Purpose: share opinions, explain agreement or disagreement politely, and develop effective conversation skills.                                                             | Audience: ?<br>Purpose: discuss the story, develop understanding of plot and vocabulary, and explore themes of belonging, kindness and the environment.                                     |

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