

| Year Group: 2 Autumn Term 1 | Core Text: Wild by Emily Hughes Out and About by Shirley Hughes | Topic Links: Science – Living Things and their habitats, life cycles | |
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| Unit Written Outcomes: Retell of story with added detail Poem based on The Grass House Fact Files/Information text | | Application: Recount | |
| Reading focus: Wild by Emily Hughes The Little Gardener by Emily Hughes Non-fiction texts about identified animals and habitats | | | |
| Spoken Language | Reading | Writing - Composition | Writing -Grammar and Vocabulary |
| Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions. | Objectives Retell stories with the key events in the correct sequence. Recognise key ideas in a text. Recognise that a writer can have a message for the reader. Explain a writer's message. Make predictions about possible events. Make predictions about how characters might behave. Know what inference - "reading between the lines" - means. Find inferences about characters' feelings and thoughts. Explain inferences about characters' feelings and thoughts. Give reasons for characters' actions or behaviour. | Objectives Understand that there are different purposes for writing. Decide on the purpose of the writing. Talk about ideas for writing. Use a modelled or suggested planning format to map out ideas for writing. Evaluate effectiveness of writing. Make changes following suggestions or with support. | Objectives Know what a sentence is and that it makes sense on its own. Know that a sentence (clause) needs a verb. Know that two sentences (clauses) can be joined together to add information. Know that sentences (clauses) can be joined in different ways. Find sentences (clauses) joined by and, but, or (yet,, so, for, nor) in reading. Know that these words are called conjunctions. Choose precise nouns to use in writing. Recognise that an adjective gives more information about a noun. Find adjectives in reading and in own writing and talk about their effectiveness. Choose effective adjectives to use in own writing. |

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| Year Group: 2 Autumn 2 | Core Text: Man on the Moon by Simon Bartram One Giant leap by Don Brown | Topic Links: History – Famous people of the past and today | |
| Unit Written Outcomes: Narrative based on aliens Space counting poem Instructions - How to fly to the moon/Rules for visiting the moon Information text on astronaut | | Application: Recount of events in story | |
| Reading Focus: Core texts Bob and the Moontree Mystery by Simon Bartram Space Poems chosen by Gaby Morgan | | | |
| Spoken Language | Reading | Writing - Composition | Writing -Grammar and Vocabulary |

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| <p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> | <p>Objectives Retell stories with the key events in the correct sequence. Retell a story with the key events and the characters. Make predictions about possible events and characters' behaviour. Know what inference - "reading between the lines" - means. Find and explain inferences about characters' feelings and thoughts. Give reasons for characters' actions or behaviour. Know that books and stories are set in different places and times. Find the setting or time in books or stories. Discuss the setting or time in books. Ask questions to clarify understanding. Find and discuss the setting or time in books or stories. Know how to and find information in a non-fiction book.</p> | <p>Objectives Understand that there are different purposes for writing. Talk about ideas for writing. Use a modelled or suggested planning format to map out ideas for writing. Annotate plan with key language. Understand that different language is needed for different types of writing. Check that sentences follow a sequence that makes sense. Write sentences checking that they make sense. Check that sentences start with a capital letter and end with the right end mark for the sentence type. Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing. Make changes following suggestions or with support.</p> | <p>Objectives Know that sentences have different functions. Find different sentence types in reading. Identify the punctuation needed for different sentence types. Notice that a command sentence needs the same punctuation as a statement sentence. Notice that a command sentence starts with a verb. Notice that question sentences can start in different ways. Recognise that a noun phrase can be expanded by an adjective. Choose effective adjectives to expand nouns and select the most effective. Use noun phrases in own writing to add detail. Use the past and present tense in own writing appropriately. Know that an apostrophe can indicate ownership. Orally rehearse examples of singular possession. Write sentences using rehearsed examples.</p> |
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