

# Year 2 - Spring Term



## Key Learning

Unit	Stories by the Same Author	Non-chronological Reports
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Story (or part of a story) based on a model.</li> </ul>	<ul style="list-style-type: none"> <li>A class information book on the theme of explorers and exploring for the school library (linked to learning opportunities in history).</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read further common exception words, noting tricky parts.</li> <li>Use tone and intonation when reading aloud.</li> <li>Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>Sequence and discuss the main events in stories.</li> <li>Introduce and discuss key vocabulary within the context of a text.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Make predictions using evidence from the text.</li> <li>Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>Make contributions in whole class and group discussion.</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> <li>Discuss how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>Check that texts make sense while reading and self-correct.</li> <li>Make contributions in whole class and group discussion.</li> <li>Listen and respond to contributions from others.</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after</i>.</li> <li>Use past tense for narrative.</li> <li>Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>Write about fictional events.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Read aloud their writing with intonation to make their meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for reason, e.g. build on <i>because</i> and <i>so</i> (autumn term), extend to other reason connectives; <i>if, then, for, unless</i>.</li> <li>Use present tense for non-chronological reports.</li> <li>Plan and discuss what to write about e.g. <i>text mapping, collect new vocabulary, key words</i>.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>.</li> <li>Write about real events.</li> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Books by Simon Bartram:                             <ul style="list-style-type: none"> <li>Dougal's Deep Sea Diary, The Man on the Moon, The Disappearing Moon, A Right Royal Disaster, The Heartless Robots, Clone Chaos.</li> <li>Bob's Best Ever Friend, Bob and the Moon Tree Mystery.</li> </ul> </li> <li>Books by Jonny Duddle:                             <ul style="list-style-type: none"> <li>The King of Space, The Pirate Cruncher, The Pirates Next Door.</li> </ul> </li> <li>The Jolley-Rogers and the Ghostly Galleon.</li> </ul>	<ul style="list-style-type: none"> <li>Range of information texts, e.g.                             <ul style="list-style-type: none"> <li>Instructions to make a den on the Nature Detectives website (<a href="#">here</a>).</li> <li>Woodland Adventure Booklet on the Nature Detectives website (<a href="#">here</a>).</li> <li>Information texts about explorers – see <i>learning opportunities for history</i>.</li> </ul> </li> </ul>

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## Key Learning

Unit	Story as a Theme	Poems on a Theme	Explanations
<b>Outcome</b>	<ul style="list-style-type: none"> <li>A written narrative, based on a film or picture book, with a seaside setting.</li> </ul>	<ul style="list-style-type: none"> <li>A seaside poem.</li> </ul>	<ul style="list-style-type: none"> <li>An explanation text linked to a process that happens at the seaside.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Read further common exception words, noting tricky parts.</li> <li>Reread books to build up their fluency and confidence in word reading.</li> <li>Read longer and less familiar texts independently.</li> <li>Sequence and discuss the main events in stories.</li> <li>Retell a wider range of stories, fairy tales and traditional tales.</li> <li>Recognise use of repetitive language within a text or poem.</li> <li>Introduce and discuss key vocabulary within the context of a text.</li> <li>Use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised.</li> <li>Make predictions using evidence from the text.</li> <li>Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i></li> </ul>	<ul style="list-style-type: none"> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Reread these books to build up their fluency and confidence in word reading.</li> <li>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</li> <li>Use tone and intonation when reading aloud.</li> <li>Learn and recite a range of poems using appropriate intonation.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Recognise use of repetitive language within a text or poem.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Make contributions in whole class and group discussion.</li> <li>Listen and respond to contributions from others.</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Reread these books to build up their fluency and confidence in word reading.</li> <li>Listen to a range of texts at a level beyond that at which they can read independently including non-fiction.</li> <li>Read a range of non-fiction texts including explanations.</li> <li>Discuss how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Introduce and discuss key vocabulary within the context of a text.</li> <li>Check that texts make sense while reading and self-correct.</li> <li>Demonstrate understanding of texts by asking and answering questions related to <i>who, what, where, when, why, how</i>.</li> </ul>

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## Key Learning ( Cont )

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>Select, generate and effectively use nouns.</li> <li>Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker.</i></li> <li>Use subordination for time and reason.</li> <li>Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain.</i></li> <li>Write about real and fictional events.</li> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to separate items in a list.</li> <li>Select, generate and effectively use adjectives.</li> <li>Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless.</i></li> <li>Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest.</i></li> <li>Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.</li> <li>Use specific text type features to write for a range of audiences and purposes.</li> <li>Write simple poems based on models.</li> <li>Evaluate their writing with adults and peers.</li> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use the suffix <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully.</i></li> <li>Say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or.</i></li> <li>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> <li>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i></li> <li>Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to explain.</i></li> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>The Sand Horse by Ann Turnbull.</li> <li>The Whales' Song by Dyan Sheldon.</li> <li>Dolphin Boy by Michael Morpurgo.</li> <li>Billy's Bucket by Kes Gray and Garry Parsons.</li> <li>One Smart Fish by Chris Wormell.</li> <li>Gracie the Lighthouse Cat by Ruth Brown.</li> <li>The Mermaid of Zennor by Charles Causley.</li> <li>Winnie at the Seaside by Valerie Thomas.</li> <li>At the Beach by Roland Harvey.</li> <li>The Lighthouse Keeper Stories by Ronda Armitage and David Armitage.</li> <li>Simple glossary of seaside vocabulary on Espresso (<a href="#">here</a>).</li> </ul>	<ul style="list-style-type: none"> <li>Seaside Poems by Jill Bennett.</li> <li>A First Poetry Book by Pie Corbett and Gaby Morgan. In addition to the Seaside chapter in this book, also refer to:               <ul style="list-style-type: none"> <li>What we found at the seaside by Kate Williams in the Nature chapter.</li> <li>Mermaid's Purse by Kate Sedgwick in the Fairies, Mermaids and Princesses chapter.</li> <li>Cream Curdled Oceans by Violet Macdonald in the Food chapter.</li> <li>Living at the Seaside by Marian Swinger in the Where We Live chapter.</li> <li>Sea Shoals See Shows on the Sea Bed by Paul Cookson (<i>ideal for performance</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong.</li> <li>The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer.</li> <li>How does it work? by Sylvia Karavis and Gill Matthews (Collins Big Cat).</li> <li>Writing an explanation about Beach Formation on the BBC Bitesize website (<a href="#">here</a>).</li> <li>Can you spot the differences between a rabbit and a hare? on the BBC Bitesize website (<a href="#">here</a>).</li> <li>How animals move on the BBC Bitesize website (<a href="#">here</a>).</li> </ul>