Year 2 - Summer Term

Key Learning			
Unit	**Stories with Familiar Settings**	**Non-Chronological Reports**	**Poems on a Theme**
Outcome	▪ Letters to/from characters. ▪ Innovated narrative based on a model.	▪ Non-chronological report linked to an aspect of the local area presented as an information poster/booklet/ICT outcome.	▪ Poem based on a model. ▪ Review of a themed poem(s).
Duration	▪ 3-4 weeks.	▪ 2-3 weeks.	▪ 1-2 weeks.
Key Learning Reading	▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories. ▪ Sequence and discuss the main events in stories. ▪ Identify, discuss and collect favourite words and phrases. ▪ Make predictions using evidence from the text. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. ▪ Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?	▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. ▪ Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. ▪ Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? ▪ Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how	▪ Listen to a range of poems at a level beyond that at which they can read independently. ▪ Learn and recite poems using appropriate intonation. ▪ Use tone and intonation when reading aloud. ▪ Participate in discussion about what is read to them, take turns and listen to what others say. ▪ Make contributions in whole class and group discussion. ▪ Listen and respond to contributions from others. ▪ Make personal reading choices and explain reasons for choices.
Key Learning Writing	▪ Use subordination for time using the word 'when'. ▪ Select, generate and effectively use nouns. ▪ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* ▪ Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Form lower-case letters of the correct size relative to one another.	▪ Use sentences with different forms: statement, question, exclamation. ▪ Use subordination for reason with 'because/so'. ▪ Plan and discuss what to write about e.g. text *mapping, collecting new vocabulary, key words and ideas.* ▪ Use specific text type features to write for a range of audiences and purposes e.g. *to inform.* ▪ Proofread to check for errors in spelling, grammar and punctuation.	▪ Select, generate and effectively use adjectives. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose.
Suggested Texts	▪ The Jolly Postman by Janet and Allan Ahlberg. ▪ Katie Morag by Mairi Hedderwick. ▪ The Pirates Next Door by Jonny Duddle.	▪ Range of non-chronological report texts, including ICT.	▪ Poems linked to schools, families or other familiar settings.

Year 2 - Summer Term

Key Learning

Unit	Animal Adventure Stories	Recount: Letters	Classic Poems
Outcome	▪ Own animal adventures story/an additional chapter to 'Wind in the Willows'.	▪ Recount, written in role as a character from a story, in the form of a letter.	▪ Own verse/poem based on a classic poem that they have learnt by heart.
Duration	▪ 3 weeks.	▪ 2 weeks.	▪ 1-2 weeks.
Key Learning Reading	▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. *shoulder, roundabout, grouping.* ▪ Read longer and less familiar texts independently. ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories. ▪ Sequence and discuss the main events in stories. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* ▪ Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? ▪ Give opinions and support with reasons e.g. Was Goldilocks a good or bad character?	▪ Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. *shoulder, roundabout, grouping.* ▪ Listen to a range of texts at a level beyond that at which they can read independently. ▪ Read longer and less familiar texts independently. ▪ Read a range of non-fiction texts including recounts. ▪ Discuss how specific information is organised within a non-fiction text. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words, e.g. *terror, terrorised.* ▪ Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? ▪ Give opinions and support with reasons, e.g. *Was Goldilocks a good or bad character?* ▪ Consider other points of view.	▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read frequently encountered words quickly without overt sounding and blending. ▪ Use tone and intonation when reading aloud. ▪ Listen to a range of texts at a level beyond that at which they can read independently, including classic poetry. ▪ Learn and recite a range of poems using appropriate intonation. ▪ Recognise use of repetitive language within a text or poem. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Make contributions in whole class and group discussion. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.

Key Learning Writing	- Use subordination for time, e.g. *when, while, as, before, after.* - Use subordination for reason, e.g. *because, if, unless.* - Use the suffix *–ly* to turn adjectives into adverbs e.g. *slowly, gently, carefully.* - Select, generate and effectively use adjectives. - Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas.* - Use specific text type features to write for a range of audiences and purposes e.g. entertain. - Write about fictional events. - Evaluate their writing with adults and peers. - Proofread to check for errors in spelling, grammar and punctuation.	- Use apostrophes for contracted forms, e.g. *don't, can't, wouldn't, you're, I'll.* - Use past tense for recounts. - Select, generate and effectively use nouns. - Add suffixes *-ness* and *-er* to create nouns, e.g. *happiness, sadness, teacher, baker.* - Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. - Use specific text type features to write for a range of audiences and purposes. - Write about real and fictional events. - Evaluate their writing with adults and peers. - Read loud their writing with intonation to make the meaning clear.	- Use sentences with different forms: statement; question; command; exclamation. - Select, generate and effectively use adjectives. - Select, generate and effectively use verbs. - Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. - Write simple poems based on models. - Evaluate their writing with adults and peers. - Read aloud their writing with intonation to make the meaning clear.
Suggested Texts	- Ladybird Classics: The Wind in the Willows by Kenneth Grahame (retold by Joan Collins). - The Wind in the Willows based on the original story by Kenneth Grahame, retold by Lesley Sims, illustrated by Mauro Evangelista *(simple text)*. - The Wind in the Willows: the Original Movie. - Alternative animal adventure themes: - Beatrix Potter's animal tales, e.g. The Tale of Peter Rabbit, Squirrel Nutkin, Tom Kitten. - The Spectacular Tale of Peter Rabbit by Emma Thompson. - The Further Tale of Peter Rabbit by Emma Thompson. - Peter Rabbit and Friends on the CBeebies website (**here**). - The Owl Who Was Afraid of the Dark by Jill Tomlinson.	- The Day the Crayons Quit by Drew Daywalt. - Letters to Anyone and Everyone by Toon Tellegen *(selected sections)*. - An animal story to use as a vehicle, through which the children can write letters in role as one of the characters, recounting some of the key events, e.g. 'The Wind in the Willows' by Kenneth Grahame or 'The Tale of Peter Rabbit' by Beatrix Potter. - Meerkat Mail by Emily Gravett. - Dear Peter Miniature Letters by Beatrix Potter. - Dear Teacher by Amy Husband. - Yours Truly, Goldilocks by Alma Flor Ada. - Dear Peter Rabbit by Alma Flor Ada.	- Ducks' Ditty from Wind in the Willows by Kenneth Grahame. - The Wind in the Willows: the Original Movie. - The Owl and the Pussycat by Edward Lear. - The Owl and the Pussycat animation on YouTube (**here**).