

	Year 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography Question	What is cool about Stoke-on-Trent? (Geography)	What was it like when the Queen came to the throne in 1953? (History)	Where would you prefer to live: England or Australia? (Geography)	Why did the Titanic sink? (History)	How have inventions changed the world? (History)	Why do we love to be beside the seaside? (Geography)
Text/Book/Poem	Sound Collector - Roger McGough Katie in London	Life in the 1950s Queen Elizabeth - Little People, Big Dreams	Fact Files made from our online research about Kangaroos and Koalas Mrs Sprocket's Strange Machine- Michaela Morgan	Our own story Titanic Voyage	Monstersaurus	The Wolf's Story
Genres	Poetry Narrative	Fact files Diary	Letter Writing Fact Files Poetry	Narrative Personal recount	Narrative Instructions Personal recount	Narrative - Traditional tale Personal recount
Class read	Emily Brown and the Thing by Cressida Cowell  The Giraffe and the Pelly and me by Roald Dahl	Flower by John Light The owl who was afraid of the dark by Jill Tomlinson	Dr Xargle's Book of Earthlets by Jeanne Willis The Hodgeheg by Dick King Smith	Meerkat Mail by Emily Gravett Willa and old miss Annie by Berlie Doherty	Not Now Bernard by David McKee  Gorilla by Anthony Browne  Tuesday by David Wiesner  Who's afraid of the big bad book? by Lauren Child  Amazing Grace by Mary Hoffman	Flat Stanley by Jeff Brown Frog and toad together by Arnold Label
Reading Skills	I can talk about and give an opinion on a range of texts	I can talk about and give an opinion on a range of texts.	I can talk about and give an opinion on a range of texts.	I can talk about and give an opinion on a range of texts.	I can talk about and give an opinion on a range of texts  I can use prior knowledge and context and	I can talk about and give an opinion on a range of texts.  I can use prior knowledge and



I can talk about and	I can talk about and	I can talk about and give	I can talk about and	vocabulary explored to	context and
give an opinion on a	give an opinion on a	an opinion on a range of	give an opinion on a	understand texts	vocabulary explored
range of texts.	range of texts	texts	range of texts		to understand texts
I can retell orally				I can answer and ask	
some stories,	I can retell orally some	I can use prior knowledge	I can retell orally some	appropriate questions	
including fairy	stories, including fairy	and context and	stories, including fairy	and make predictions on	
stories and	stories and traditional	vocabulary explored to	stories and traditional	the basis of what has	
traditional tales.	tales	understand texts.	tales	been read so far	
I know and recognise	I can discuss a	I can retell orally some	I know and recognise	I can draw simple	
simple recurring	sequence of events in	stories, including fairy	simple recurring	inferences from	
literary language in	books and how they are	stories and traditional	literary language in	illustrations, events and	
stories and poetry.	related to each other.	tales	stories and poetry	characters' actions and	
·			, ,	speech	
I can increase		I know and recognise	I can increase	·	
repertoire of poems		simple recurring literary	repertoire of poems		
learnt by heart,		language in stories and	learnt by heart,		
appreciating these		poetry	appreciating these and		
and reciting some,		, ,	reciting some, with		
with appropriate			appropriate intonation		
intonation to make		I can talk about	to make the meaning		
the meaning clear		favourite words and	clear		
		phrases.			
I can talk about		·	I can talk about		
favourite words and		I can answer and ask	favourite words and		
phrases.		appropriate questions	phrases.		
'		and make predictions on	·		
		the basis of what has			
		been read so far	I can answer and ask		
			appropriate questions		
		I can draw simple	and make predictions		
		inferences from	on the basis of what		
		illustrations, events and	has been read so far		
		characters' actions and	,		
		speech	I can draw simple		
			inferences from		
			illustrations, events		



				and characters' actions and speech		
Writing Composition	I can write narratives about personal experiences and those of others, both real and	I can write for different purposes.  I can plan and discuss	I can write for different purposes.  I can write poetry.	I can write narratives about personal experiences and those of others, both real and fictional.	I can write narratives about personal experiences and those of others, both real and fictional.	I can write narratives about personal experiences and those of others, both real and fictional.
	fictional.	the content of writing.  I can write ideas and	I can plan and discuss the content of writing.	I can write about real	I can write for different	I can write about real
	I can write poetry.	or key words including new vocabulary.	I can write ideas and or	events.	purposes.	events.
	I can plan and discuss the content of writing.	I am able to orally rehearse structured	key words including new vocabulary.	I can plan and discuss the content of writing.	I can write about real events.	I can plan and discuss the content of writing.
	I can write ideas and or key words	sentences or sequences of sentences.	I am able to orally rehearse structured	I can write ideas and or key words including new vocabulary.	I can plan and discuss the content of writing.  I can write ideas and or	I can write ideas and or key words including
	including new vocabulary.	I can evaluate my own writing independently, with friends and with	sentences or sequences of sentences	I am able to orally rehearse structured	key words including new vocabulary.	new vocabulary.  I am able to orally
	I am able to orally rehearse structured sentences or	an adult.  I can proof-read to	I can evaluate my own writing independently, with friends and with an	sentences or sequences of sentences.	I am able to orally rehearse structured	rehearse structured sentences or sequences of
	sequences of sentences.	check for errors in spelling, grammar and punctuation.	adult.  I can proof-read to	I can evaluate my own writing independently, with friends and with	sentences or sequences of sentences.	sentences. I can evaluate my own
	I can evaluate my own writing	I can re-read to check	check for errors in spelling, grammar and	an adult.	I can evaluate my own writing independently,	writing independently, with friends and with
	independently, with friends and with an adult.	that my writing makes sense and that verbs used to indicate time	punctuation.  I can read aloud what I	I can proof-read to check for errors in spelling, grammar and	with friends and with an adult.	an adult.  I can proof-read to
	I can re-read to	are used correctly and consistently.	have written with appropriate intonation to	punctuation.	I can proof-read to check for errors in	check for errors in spelling, grammar and
	check that my writing makes sense and that		make the meaning clear.	I can re-read to check that my writing makes	spelling, grammar and punctuation.	punctuation.



	verbs used to indicate time are used correctly and consistently.  I can proof-read to check for errors in spelling, grammar and punctuation.  I can read aloud what I have written with appropriate intonation to make the meaning clear.		I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently.	sense and that verbs used to indicate time are used correctly and consistently.	I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently.  I can use the suffix 'ly' to turn adjectives into adverbs.	I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently. I can form nouns using suffixes such as 'ness' and 'er.'  I can form adjectives using suffixes such as 'ful' 'less' 'er' and 'est.'
Sentence Structure	I can use subordination and co- ordination (and, but, because, so, who)  I can say how the grammatical patterns in a sentence indicate its function (Statements/Questio n sentences)	I can use subordination and co-ordination. (and, but, because, so, who, or, which)  I can say how the grammatical patterns in a sentence indicate its function(Statements/Question/Exclamation sentences)	I can use subordination and co-ordination. (and, but, because, so, who, or, which)  I can use expanded noun phrases  I can say how the grammatical patterns in a sentence indicate its function (Statements/Question/E xclamation/Command sentences)	I can use subordination and co-ordination. (and, but, because, so, who, or, which, if)  I can use expanded noun phrases  I can say how the grammatical patterns in a sentence indicate its function (Statements/Question/Exclamation/Command sentences)	I can use subordination and co-ordination. (when, if, that, because, or, and, but)  I can use expanded noun phrases  I can say how the grammatical patterns in a sentence indicate its function (Statements/Question/E xclamation/Command sentences)	I can use subordination and co- ordination. (when, if, that, because, or, and, but)  I can use expanded noun phrases  I can say how the grammatical patterns in a sentence indicate its function (Statements/Questio n/Exclamation/Comma nd sentences)
Text Structure	I consistently use the present tense	I consistently use the present tense and past tense correctly.	I consistently use the present tense and past tense correctly.	I consistently use the present tense and past tense correctly.	I consistently use the present tense and past tense correctly.	I consistently use the present tense and past tense correctly.



	and past tense					
	correctly.			I can use the	I can use the progressive	
				progressive forms of	forms of verbs in the	
				verbs in the present	present and past tense	
				and past tense	(is/are/was, were)	
				(is/are/was, were)		
Punctuation	I use capital letters	I use capital letters	I use capital letters for	I use capital letters	I use capital letters for	I use capital letters
	for names of people,	for names of people,	names of people, places,	for names of people,	names of people, places,	for names of people,
	places, day of the	places, day of the week	day of the week and the	places, day of the week	day of the week and the	places, day of the
	week and the	and the personal	personal pronoun 'I'.	and the personal	personal pronoun 'I'.	week and the personal
	personal pronoun 'I'.	pronoun 'I'.		pronoun 'I'.		pronoun 'I'.
			I can use full stops at		I can use full stops at	
	I can use full stops	I can use full stops at	the end of a sentence.	I can use full stops at	the end of a sentence.	I can use full stops at
	at the end of a	the end of a sentence.		the end of a sentence.		the end of a sentence.
	sentence.		I correctly use question		I correctly use question	
		I correctly use	marks and exclamation	I correctly use	marks and exclamation	I correctly use
	I correctly use	question marks and	marks.	question marks and	marks.	question marks and
	question marks and	exclamation marks.	I can use commas to	exclamation marks.	I can use commas to	exclamation marks.
	exclamation marks.		separate items in a list.		separate items in a list.	
		I can use commas to		I can use commas to		I can use commas to
	I can use commas to	separate items in a list.	I can use apostrophes to	separate items in a list.	I can use apostrophes to	separate items in a
	separate items in a		show where letters are		show where letters are	list.
	list.		missing and to mark	I can use apostrophes	missing and to mark	
			singular possession in	to show where letters	singular possession in	I can use apostrophes
			nouns.	are missing and to mark	nouns.	to show where letters
				singular possession in		are missing and to
				nouns.		mark singular
						possession in nouns.

Spelling	- Spell by:
*Taught throughout	- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
the year including RWI	- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common
Spelling*	homophones
	- Learning to spell common exception words
	- Distinguishing between homophones and near-homophones
	- Learning the possessive apostrophe (singular)
	- Learning to spell more words with contracted forms



	- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
	- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taughtso far.
Handwriting	- Form lower-case letters of the correct size relative to one another
*Taught additionally	- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best
but expected to be	left unjoined
applied during lessons*	- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
	- Use spacing between words that reflects the size of the letters.