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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Year Two** | **Books** | **Theme: Growing Together**  The Secret Sky Garden by Linda Sarah and Fiona Lumbers  The Tiger who Came to Tea by Judith Kerr  **Roald Dahl Week**: The Enormous Crocodile  **Poetry Week**: Poems to perform by Julia Donaldson.  **Black History Month:** I am Perfectly Designed by Karamo Brown  Gregory Cool by Caroline Binch | Dear Greenpeace by Simon James  The Polar Express  by Chris Van Allsburg | **(Traditional Tales)**  Little Red Riding Hood  The Hodgeheg by Dick King Smith  The Colour Monster by Anna Llenas  **Poetry Week:** Chocolate Cake by Michael Rosen  A Song of Gladness by Michael Rosen and Emily Gravett  **Mental Health Week:**  Perfectly Norman by Tom Percival  The Princess and the Fog by Lloyd Jones | **Theme: Environmental Issues**  The Lorax (Poetry)  Greta and the Giants by Zoe Tucker  Vlad & The Great Fire of London by Kate Cunningham (History link) | | George’s Marvellous Medicine by Roald Dahl  Adrift (fantasy short film)  by Literacy Shed  **Poetry Week:** Under the Moon and Over the Sea Collection John Agard and Grace Nichols | **Theme: Self acceptance**  The Rainbow Bear by Michael Morpurgo  Tiger in the Garden  by Lizzy Stewart |
| **Reading**  **(Word Reading & Comprehension)** | We use PM Benchmarking to assess the children’s word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability and Phonics level. Daily guided reading takes place where children read Oxford Reading Tree books at their level. We use NFER reading assessment to assess children’s reading comprehension ability | | | | | | |
| **Phonics** | Consolidation of Floppy’s Phonics Level 5 | Consolidation of Floppy’s Phonics Level 5 | Consolidation of Floppy’s Phonics Level 5 | Continued support for the children who didn’t pass their phonics test. | | Continued support for the children who didn’t pass their phonics test. | Continued support for the children who didn’t pass their phonics test. |
| **Writing (Transcription- Spelling)** | -spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | -spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | -to spell common exception words -learning to spell more words with contracted forms  learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones | the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones  - add suffixes to spell longer words, including *–*ment, *–*ness, *–*ful, *–*less*, –*ly | | apply spelling rules and guidance, as listed in English Appendix 1 in NC document  write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Consolidation of the Year 2 curriculum. |
| **Writing (Transcription - Handwriting)** | We follow the Penpals handwriting programme | | | | | | |
| **Writing (Composition)** | writing narratives about personal experiences and those of others (real and fictional)  writing poetry | writing for different purposes  writing narratives about personal experiences and those of others (real and fictional) | evaluating writing with the teacher and other pupil  writing for different purposes  read aloud what they have written with appropriate intonation to make the meaning clear. | | writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence | evaluating their writing with the teacher and other  pupils  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] | Consolidation of the Year 2 curriculum. |
| **Writing (Vocabulary, grammar and punctuation )** | Revision of work done in previous years | -subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  expanded noun phrases to describe and specify [for example, the blue butterfly]  -sentences with different forms: statement, question, exclamation, command | -use and understand the grammatical terminology in English Appendix 2 in discussing their writing.  -Use of past and present tense as appropriate | | full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  -some features of written Standard English | -Use time adverbs and adverbials (e.g. later, first, in winter, at night)  -Use subordination (using when, if, that, or because) and coordination (using and, or, but, so)  -Use of past and present tense as appropriate | -Consolidation of the Year 2 curriculum and grammar from English Appendix 2 in NC document. |