

Y2	Australia		Disaster		In the Garden	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Fiction Traditional tales from around the world - Australian DreamTime Stories -How the birds got their colours <i>Where the forest meets the sea</i>	Non- Fiction (non-chronological) Letters Australian Folk Tales	Non-Fiction Diary	Fiction	Non-Fiction Instruction	Fiction
Reading						
Reading for Pleasure	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.					
	<i>Fantastic Mr Fox</i> <i>Who's Afraid of the big bad book?</i> <i>The Gruffalo</i> <i>Room on the Broom</i> <i>Aliens Love Underpants</i>	<i>The Enormas Crocodile</i> <i>The Snowman</i> <i>Polar Express</i> <i>Storm Whale</i> <i>Lost &amp; Found</i>	<i>I need a Wee</i> <i>Rainbow Fish</i> <i>Amazing Grace</i> <i>True story of three little pigs</i> <i>Stuck</i>	<i>Ugly 5</i> <i>Katie Morag and 2 grandmothers</i> <i>Girls can do anything</i> <i>Gorilla</i> <i>Elmer</i>	<i>The Tunnel</i> <i>We are all wonders</i> <i>Bear and the piano</i> <i>Grumpy Frog</i> <i>Peace at last</i>	<i>Tuesday</i> <i>Traction man</i> <i>Sweep</i> <i>Perfectly Norman</i> <i>Peace At Last</i>
Poetry	To listen to and discuss a wide range of poetry at a level beyond that at which they can read independently					
	Pie Corbett's ks1 Poetry collection			Crazy Mayonnaisy mum/ Perfectly Perculiar pets		
Phonics & Decoding	Review Phase 5 and discover gaps		Phase 6			
	Phonic Screening Test		1. The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds. 2. The /j/ sound spelled -ge at the end of words. This spelling comes after all	8. The /l/ or /ul/ sound spelled '-le' at the end of words. 9. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. 10. The /l/ or /ul/ sound spelled '-al' at the end of words. 11. Words ending in '-il.' The long vowel 'i' spelled with a y at the end of words.	16. Adding '-er' to words ending in y. The y is changed to an i. 17. Adding 'ing' to words ending in 'e' with a consonant before it. Adding 'er' to words ending in 'e' with a consonant before it. 20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound. 21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.	16. Adding '-er' to words ending in y. The y is changed to an i. 17. Adding 'ing' to words ending in 'e' with a consonant before it. Adding 'er' to words ending in 'e' with a consonant before it. 20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound. 21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.

			<p>sounds other than the 'short vowels.'</p> <p>3. The /j/ sound spelled with a g.</p> <p>4. The /s/ sound spelled c before e, i and y.</p> <p>5. The /n/ sound spelled kn and gn at the beginning of words.</p> <p>7. The /r/ sound spelled 'wr' at the beginning of words.</p>	<p>14. Adding '-es' to nouns and verbs ending in 'y.'</p> <p>15. Adding '-ed' to words ending in y. The y is changed to an i.</p>	<p>22. The 'or' sound spelled 'a' before ll and ll</p> <p>23. The short vowel sound 'o.'</p>	<p>32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>33. Words ending in '-tion.'</p> <p>34. Contractions - the apostrophe shows where a letter or letters would be if the words were written in full.</p> <p>35. The possessive apostrophe (singular)</p>
<p>CEW/ Spelling Shed</p>	<p>Ninja phase 3 words I, no, go, the, to, into</p> <p>Ninja phase 3 words He, she, we, me, be, you, are, her</p> <p>Ninja phase 4 words said, have, like, so, do, some, come, little, one, there, were, what, when, out</p> <p>Ninja phase 5 words Oh, Mrs, people, their, called, Mr, looked, asked, could</p> <p>Y1 common exception words (overlap phonic words)</p>	<p>Y2 common exception words</p>	<p>Spelling Shed</p>			
<p>Reading</p>	<p>Check the text makes sense</p> <p>Become familiar with and retell a wider range of traditional tales</p> <p>Recognise simple recurring literary language</p>					

	Read non-fiction books that are structured in different ways		
<b>Vipers</b>			
<b>Vipers</b>	Ruby's Worry Squash & a Squeeze Meerkat Mail Mogs Christmas Pumpkin Soup Colour monster	The Owl who was afraid of the dark Flat Stanley Hansel and Gretel Little Red Rapunsel The Hodgeheg	Journey Dogs don't do ballet Bog Baby Emily Brown Day the crayons quit Stanley's Stick
<b>Vocabulary</b>	<b>Build up vocabulary</b> Discuss word meanings, linking new meanings to those already known Be confident to share unknown words (Word's that I don't know...yet!) Discuss and clarify the meaning of words Draw on what is already known or on background information and vocabulary provided by the teacher		
<b>Inference</b>	<b>To begin to make simple inferences e.g. decide upon character types based on their actions (good, bad, hero etc).</b> Link what is read or heard to own experiences. Draw on what they already know. Make inferences on the basis of what is being said and done.		
<b>Prediction</b>	<b>Predict what might happen on the basis of what has been read so far.</b>		
<b>Explain</b>	<b>Explain their understanding of books, poems and other material by:</b> <ul style="list-style-type: none"> <li>• Participating in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently)</li> <li>• Taking turns and listening to what others say</li> <li>• Explain clearly understanding of what is read</li> <li>• Articulate and justify answers</li> </ul>		
<b>Retrieve</b>	<b>To anticipate key events and phrases in rhymes and stories</b> To predict and discuss characters. Answer and ask questions		
<b>Sequence</b>	<b>Answer simple questions about characters, settings and key events in a story.</b> Beginning to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"  Discuss the sequence of events in books and how items of information are related		
Spoken Language			
Spoken Language	Listen and respond Build vocabulary Ask relevant questions	Give well-structured descriptions, explanations and narratives	Participate in discussions, presentations, performances, role play, improvisations and debates Use spoken language: speculating, hypothesising, imagining and exploring ideas
Writing			

Writing Outcome	Fiction: Retell story	Character description Non-chronological report: report about animals	Fiction: story	Recount: diary entry	Letter: letter in role as the character	Fiction: story with moral focus
Transcription spelling	Throughout there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.					
	Recall noun, adjective, verbs.  Use expanded noun phrases to describe and specify  Write sentences with different forms: statement, question,	Use subordination (because) and co-ordination (and) Use co-ordination (but, or)  Add -ly to turn adjectives into adverbs	Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive)	Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce that)	Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment,- ful)
Handwriting						
	Curly caterpillars c, a, d, e, s, g, f, q, o CAPITALS	Ladder letters l, i, u, t, j, y CAPITALS	One arm robots n, m, h, k, b, p, r CAPITALS	Zigzag monsters z, v, w, x, CAPITALS	Joining letters diagonal	Joining letters horizontal
Vocabulary, Grammar and punctuation	Use punctuation correctly - full stops, capital letters	Use commas to separate items in a list Questions adverb	Use punctuation correctly - exclamation marks, question marks Commands	Use punctuation correctly - apostrophes for the possessive (singular) Exclamations	Use punctuation correctly - apostrophes for contracted forms	Proof-read to check for errors in spelling, grammar and punctuation

Composition	Plan or say out loud what is going to be written about	<i>Write for different purposes</i>	<i>Read aloud with intonation</i>	<i>Write down ideas, key words, new vocabulary</i>	<i>Write down ideas, key words, new vocabulary</i>	<i>Make simple additions, revisions and corrections</i>
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Performance per term