YEAR 2				
AUTUMN TERM				
Baseline piece	**Recount of school holidays**			
Novel / Texts	**The Night Shimmy – Anthony Browne**		**Goldilocks and the Three Bears – Candice Ransom and Ladybird Read it yourself level 1**	**The Polar Express – Chris Van Allsburg**
Genre	Narrative – Retell a three part story that has a key central character	Non-chronological report – use information from a research to group and assemble information into a short report.	Narrative- Retell a traditional tale with repeated events using the rule of three.	Narrative recount- write a simple first person recount in role maintaining past tense and consistent use of first person.
Reading	Recall a story structured into 3 parts with detail and story language.	Find information from research and take simple notes.	Recall a story structured into 3 parts with detail and story language.	Recall a story structured into three parts with detail and story language. Identify key features of recount texts.
	Read turquoise banded books with 90% accuracy without overt sounding out. Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. Answer questions on what has been read in discussion with the teacher and make simple inferences. Identify some words and phrases they like and begin to say why. Use personal experience to connect with texts Begin to comment on language choices. Work out meanings of new vocabulary from context.			
Writing	Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language. Understand how to write in the past tense.	Use information from research to group and assemble information into a short non-chronological report. Write in the third person.	Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language. Understand how to write in the past tense.	Write about a real event, recording it simply ad clearly. Write in the first person. Understand how to write in the past tense.
	Demarcate sentences with capital letters and full stops. Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but). Form lower-case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another in some of their writing. Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly. Spell most common exception words taught so far.			

Grammar Vocabulary Punctuation	Correct choice and consistent use of past tense throughout writing.	Question marks Use and understand how the grammatical patterns in a sentence indicate its function as a statement and or a question.	Exclamation marks. Use and understand how the grammatical patterns in a sentence indicate its function as an exclamation. Begin to expand writing using co-ordinating conjunctions – e.g. or/and/but.	Expanded noun phrases for description and specification.
Spelling	Read, Write Inc Daily Phonics Speed Sounds (to be determined by Summer RWInc Assessments) combined with KS1 statutory (Spelling Shed Stage 2) and HF words.			
Handwriting	- Capital letters - Long ladder letters: l, I, u, t, j, y. - One armed robot: n, m, h, k, p, b r,			
Final Writing Task	Write a retell of The Night Shimmy. Audience – Young children, readers of the book Purpose – To entertain	Write a non-chronological report on Eric or The Night Shimmy. Audience – Young children Purpose - To inform	Write a retell of the traditional story that includes the rule of three. Audience – Young children Purpose – To entertain	Write a diary entry of the boy's trip to the North Pole. Audience – Personal record for children Purpose – To recount events