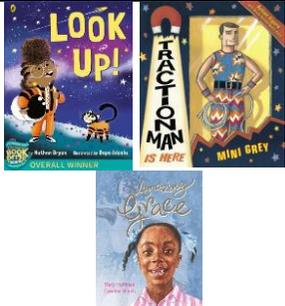
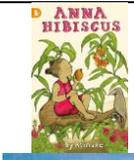
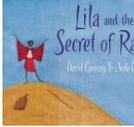
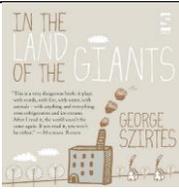


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Year 2 Long term overview					
Cycle A					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
On the Move		Healthy Heroes		Roald Dahl	
 <p>Man on the Moon by Simon Bartram</p> <p>The Snail and the Whale by Julia Donaldson</p>	 <p>Leaf by Sandra Dieckmann</p> <p>Where the Wild Things Are by Maurice Sendak</p>	 <p>Little People, Big Dreams - Billie Jean King by Maria Isabel Sanchez Vergara</p> <p>Little People, Big Dreams - Marcus Rashford by Maria Isabel Sanchez Vergara</p>	 <p>Look Up! by Nathan Bryon</p> <p>Traction Man by Mini Grey</p> <p>Amazing Grace by Mary Hoffman</p>	 <p>The Magic Finger by Roald Dahl</p>	 <p>The Life of Roald Dahl by Emma Fischel</p> <p>The Twits by Roald Dahl</p>
Outcomes: Story Poetry	Outcomes: Description Recount	Outcomes: Non-Chronological Report Letter	Outcomes: Story Description	Outcomes: Recount Character description	Outcomes: Fact File Instructions
Purpose: Entertain	Purpose: Entertain	Purpose: Inform	Purpose: Entertain	Purpose: Entertain	Purpose: Inform

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Cycle B					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Around the World		Fire! Fire!		Habitats	
  The Story Tree by Hugh Lupton One Day on Our Blue Planet by Ella Bailey	  Anna Hibiscus by Atinuke Lila and the Secret of Rain by David Conway	  The Great Fire of London by Emma Adams Toby and the Great Fire of London by Margaret Nash	 The Land of the Giants by George Szirtes	  Peep Inside Bug Homes by Anna Milbourne Bug Hotel by Clover Robin	  The Fox and the Star by Coralie Bickford-Smith The Bee Who Spoke by Al MacCuish
Outcomes: Story Description	Outcomes: Story Character description	Outcomes: Recount Letter	Outcomes: Poetry	Outcomes: Instructions Information Text	Outcomes: Story Description
Purpose: Entertain	Purpose: Entertain	Purpose: Inform	Purpose: Entertain	Purpose: Inform	Purpose: Entertain

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**Y2 whole class writing objectives – what we are teaching, when and why
As a writer...**

To be included in English sessions.

These objectives ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)

<p>The Man on the Moon / The Snail and the Whale</p>	<p>Leaf / Where the Wild Things Are</p>	<p>Little People, Big Dreams - Billie Jean King / Marcus Rashford</p>	<p>Look Up / Traction Man / Amazing Grace</p>	<p>The Magic Finger</p>	<p>The Life of Roald Dahl / The Twits</p>
<p>I can write expanded noun phrases</p>	<p>I can tell if a sentence is a question, command, explanation or a statement</p>	<p>I can use co-ordinating conjunctions to create a compound sentence</p>	<p>I can use subordinating conjunctions in my writing: when, if, that because</p>	<p>I can use the past continuous (progressive) tense</p>	<p>I can use '-ly' to an adjective to make an adverb</p>
<p>I can use the correct tense in my writing</p>	<p>I can form simple past tense sentences by adding '-ed'</p>	<p>I can use simple present tense</p>	<p>I can write for different purposes, writing long and short pieces of work</p>	<p>I can use prepositional phrases</p>	<p>I can read my work aloud with confidence using the tone of my voice to make the meaning clear</p>
<p>I can use onomatopoeia</p>	<p>I can use the past continuous (progressive) tense</p>	<p>I can use present continuous tense</p>	<p>I can plan my writing by writing down my ideas or talking about them for each sentence</p>	<p>I can plan my writing by writing down my ideas or talking about them for each sentence</p>	<p>I can use the imperative form of a verb</p>
<p>I can use alliteration</p>	<p>I can use time conjunctions</p>	<p>I can use commas when writing a list</p>	<p>I can put spoken words into inverted commas</p>	<p>I can use determiners</p>	<p>I can use time conjunctions</p>
<p>I can write a long piece of text about a real event in one go</p>	<p>I can use prepositional phrases</p>	<p>The Great Fire of London / Toby and the Great Fire of London</p>	<p>I can write a sentence that ends with an exclamation mark</p>	<p>I can add these letter groups to the end of words: -er, -est, -ly e.g. smoothly, smoother</p>	<p>The Fox and the Star / The Bee Who Spoke</p>
<p>The Story Tree / One Day on Our Blue Planet</p>	<p>I can plan my writing by writing down my ideas or</p>	<p>I can use simple present tense</p>	<p>I can use the correct tense in my writing</p>	<p>Peep Inside Bug Homes / Bug Hotel</p>	<p>I can use prepositional phrases</p>

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<p>I can use subordinate conjunctions to create a complex sentence</p> <p>I can plan my writing by writing down ideas and/or key words and new vocabulary</p> <p>I can write a sentence that ends with an exclamation mark</p> <p>I can change my writing and make corrections after I have spoken to another child or my teacher about it</p> <p>I can put spoken words into inverted commas</p>	<p>talking about them for each sentence</p> <p>Anna Hibiscus / Lila and the Secret of Rain</p> <p>I can write expanded noun phrases</p> <p>I can use onomatopoeia</p> <p>I can use alliteration</p> <p>I can write similes using 'like'</p> <p>I can write a sentence that ends with an exclamation mark</p>	<p>I can use co-ordinating conjunctions to create a compound sentence</p> <p>I can form simple past tense sentences by adding '-ed'</p> <p>I can plan my writing by writing down my ideas or talking about them for each sentence</p>	<p>The Land of the Giants</p> <p>I can plan my writing by writing down ideas and/or key words and new vocabulary</p> <p>I can write expanded noun phrases</p> <p>I can use onomatopoeia</p> <p>I can use alliteration</p> <p>I can write similes using 'like'</p>	<p>I can use '-ly' to an adjective to make an adverb</p> <p>I can use the imperative form of a verb</p> <p>I can change my writing and make corrections after I have spoken to another child or my teacher about it</p> <p>I can use time conjunctions</p> <p>I can write for different purposes, writing long and short pieces of work</p>	<p>I can plan my writing by writing down my ideas or talking about them for each sentence</p> <p>I can put spoken words into inverted commas</p> <p>I can use commas when writing a list</p> <p>I can change my writing and make corrections after I have spoken to another child or my teacher about it</p>
<p>Spelling (embedded throughout the year/ taught in discrete spelling sessions using Rocket Phonics programme)</p> <p>I can break down spoken words into their sounds and write them correctly</p> <p>I can learn new spellings by using words I already know</p> <p>I can spell many common exception words</p> <p>I can spell some/most words which have been shortened</p> <p>I can spell words which use an apostrophe to show possession e.g. the girl's book</p> <p>I can spell words which sound the same but which are spelt differently e.g. buy, bye, by</p> <p>I can add the endings -ment, -ness, -ful, -less, -ly to spell some/most longer words</p> <p>I can write the correct spellings and punctuation in simple sentences I hear my teacher say</p> <p>I can make new words by putting two words together e.g. whiteboard, superman</p>					

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Handwriting (embedded throughout the year/taught in discrete handwriting sessions)

- I can write lower-case letters that are all the same size in some/most of my writing
- I can use the diagonal and horizontal strokes I need to join letters in some/most of my writing
- I can write capital letters and numbers the right way up, and the correct size, relative to each other and lower-case letters
- I know which letters, when they are next to one another, are the best left unjoined
- I can use spacing between words that fits with the size of the letters

**Y2 whole class reading objectives - what we are teaching, when and why
As a reader...**

To be included in English sessions and discrete guided reading sessions

These objectives link to our whole school assessment system to ensure coverage and progression - they are not intended to be used in books and must be adapted/ broken down to a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)

The Man on the Moon / The Snail and the Whale	Leaf / Where the Wild Things Are	Little People, Big Dreams - Billie Jean King / Marcus Rashford	Look Up / Traction Man / Amazing Grace	The Magic Finger	The Life of Roald Dahl / The Twits
<p>I can recognise simple recurring literary language in stories and poetry</p> <p>I can talk about my favourite words and phrases</p> <p>I can ask and answer questions about the books or stories I am reading and make links</p>	<p>I can say what might happen next in a story based on what has happened so far</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions</p> <p>I can explain the meaning of words that I know and I can ask about the meaning of new words.</p>	<p>I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself</p> <p>I can ask and answer questions about the books or stories I am reading and make links</p> <p>I can enjoy reading and discussing the order of</p>	<p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions</p> <p>I can take part in a group talk about what we have listened to</p> <p>I take turns and listen to what others have to say</p> <p>I can say what might happen next in a story based on what has happened so far.</p>	<p>I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others</p> <p>I can explain the meaning of words that I know and I can ask about the meaning of new words</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of</p>	<p>I can take part in a group talk about what we have listened to.</p> <p>I take turns and listen to what others have to say.</p> <p>I can enjoy reading by recognising repeated themes and ideas in stories and poems.</p> <p>I can make links between the text I am reading and other texts I have read</p>

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<p>The Story Tree / One Day on Our Blue Planet I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others</p> <p>I can say what might happen next in a story based on what has happened so far</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions</p> <p>I can enjoy reading and discussing the order of events in books and how items of information are related</p>	<p>Anna Hibiscus / Lila and the Secret of Rain</p> <p>I can take part in a group talk about what we have listened to</p> <p>I take turns and listen to what others have to say. I can say what might happen next in a story based on what has happened so far</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions</p>	<p>events in books and how items of information are related</p> <p>The Great Fire of London / Toby and the Great Fire of London</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions</p> <p>I can talk about my favourite words and phrases</p> <p>I can enjoy reading and discussing the order of events in books and how items of information are related</p> <p>I can explain what I think about books, poems and other material that I have read or heard</p>	<p>The Land of the Giants</p> <p>I can recognise simple recurring literary language in stories and poetry</p> <p>I can enjoy reading by recognising repeated themes and ideas in stories and poems</p> <p>I can link the meaning of new words to those I already know</p> <p>I can explain the meaning of words that I know and I can ask about the meaning of new words</p>	<p>what is said and done and answer questions</p> <p>I can talk about my favourite words and phrases</p> <p>Peep Inside Bug Homes / Bug Hotel</p> <p>I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself</p> <p>I can ask and answer questions about the books or stories I am reading and make links</p> <p>I can enjoy reading and discussing the order of events in books and how items of information are related</p>	<p>(in texts that I can read independently)</p> <p>The Fox and the Star / The Bee Who Spoke</p> <p>I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself</p> <p>I can ask and answer questions about the books or stories I am reading and make links</p> <p>I can enjoy reading and discussing the order of events in books and how items of information are related.</p>
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Word Reading Embedded through daily Rocket Phonics sessions:

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

To accurately read most words of two or more syllables.

To read most words containing common suffixes.

To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.

To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.

To reread these books to build up fluency and confidence in word reading.

To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts

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