



Summer

Year 2

		Summer 1	Summer 2
Summer Term We love Exploring		Non Fiction – Key Text: Neil Armstrong Poem - Ten Things Found in An Astronauts' pocket   Focus: Application of all phonics including suffixes, CEW words, punctuation. Sentence types, Outcome: To plan and write a poem with a structured pattern. Outcome: (SAT) - To write a set of instructions. (D&T link – wheels and axels) Key Skills: Punctuation (comma/ ' apostrophes for contraction), expanded noun phrases, paragraphs, reading and editing, Oracy skills: new vocab.	Non-fiction- Australian Animals Key Text: The Koala who could   Focus: Application of all phonics including suffixes, CEW words, punctuation. Outcome: To plan, innovate and write a narrative Outcome: To write an information text (science link – habitats) Key Skills: Plan a narrative, punctuation, different sentence types, expanded noun phrases, paragraphs, time conjunctions, reading and editing, Oracy skills: Use of Talk partners, talk for writing, verbal recall, key vocabulary
		Poetry: Writing – Ten things Found in an Astronauts' Pocket.	
	Transcription	Pupils should be taught to: Spell: <ul style="list-style-type: none"> Words containing phonemes already taught. Common exception words for level 6 Following the Twinkl phonics programme - make phonetically plausible attempts for alternative spellings of: Wk 23 - 'war' saying /wor/ and /wor/ saying /wur/ Wk 24 - Adding suffixes 'ment' and 'ness' Wk 25 - 's' saying /zh/ Write sentences dictated by the teacher that include the GPC taught so far	Pupils should be taught to: Spell: <ul style="list-style-type: none"> Words containing phonemes already taught. Common exception words for level 6 Make phonetically plausible attempts for alternative spellings of: Wk 26 - wa saying /wo/, qua saying /quo/ Wk 27 - 'tion' saying /shun/ Wk 28 - Adding the suffixes –ful, –less and –ly to words Wk 29 - Homophones/near homophones Wk 30 - Adding the prefix dis– Write from memory simple sentence dictated by the teacher that includes the GPC taught so far, common exception words and punctuation taught so far.
Composition	Compose a sentence orally before writing. <i>Through planning activities:</i> Say out loud what they want to write, sentence by sentence. Begin to record key ideas and vocabulary. <ul style="list-style-type: none"> Draft sentences to write a poem Draft sentences to form instructions. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Begin to proofread and edit their work, including the correct 	Compose a sentence orally before writing. <i>Through planning activities:</i> Say out loud what they want to write. Record key ideas <ul style="list-style-type: none"> Draft sentences to form a narrative. Draft sentences to form an information piece. Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Evaluate their writing with the teacher and other pupils 	

		<p>use of tense, spelling and punctuation.</p>	<ul style="list-style-type: none"> • Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear.
	<p>Vocabulary, Grammar and Punctuation</p>	<p>Pupils should be taught to: Consistently demarcate sentences using:</p> <ul style="list-style-type: none"> • capital letters • full stops • question marks • exclamation marks. <p>Write</p> <ul style="list-style-type: none"> • statements, questions, commands and exclamations. • Use coordinating conjunctions – and, but, so • Use subordinating conjunctions – because • Use subordinating conjunctions – when, if, because • Use commas in lists. • Use apostrophes for contraction <p>Continue to write in the present and past tense, including the progressive tense (-ing).</p>	<p>Pupils should be taught to: Revision of all grammar and punctuation Consistently demarcate sentences using:</p> <ul style="list-style-type: none"> • capital letters • full stops • question marks • exclamation marks. <p>Write</p> <ul style="list-style-type: none"> • statements, questions, commands and exclamations. • Use coordinating conjunctions – and, but, so • Use subordinating conjunctions – because • Use subordinating conjunctions – when, if, because • Use commas in lists. • Use apostrophes for contraction <p>Continue to write in the present and past tense, including the progressive tense (-ing).</p>
	<p>Handwriting</p>	<ul style="list-style-type: none"> • Revisit the lower case letters and begin to join. (l/ i/ u/ t/ y/ j) • Position the letters correctly for the ladder family. • Revisit the lower case letters and begin to join. (n/ m/ h/ k/ b/ p/ r) • Position the letters correctly for the one armed robot family. 	<ul style="list-style-type: none"> • Revisit the lower case letters and begin to join. (c/ a/ d/ e/ s g/ f/ q/ o) • Position the letters correctly for the curly caterpillar family.
	<p>Reading</p>	<p>Connecting with texts</p> <ul style="list-style-type: none"> • Listen, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • Recognise simple recurring literary language in stories and poetry • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understanding</p> <ul style="list-style-type: none"> • To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Inference and prediction</p> <ul style="list-style-type: none"> • To participate in discussion about books, poems and other works that are 	<p>Connecting with texts</p> <ul style="list-style-type: none"> • To discuss the sequence of events in books and how items of information are related reading with expression • To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <p>Understanding</p> <ul style="list-style-type: none"> • To draw on what they already know or on background information and vocabulary provided by the teacher. • To check that the text makes sense to them as they read and correcting inaccurate reading. <p>Inference and prediction</p> <ul style="list-style-type: none"> • To make inferences on the basis of what is being said and done • To answer and ask questions • To predict what might happen on the basis of what has been read so far

		read to them and those that they can read for themselves, taking turns and listening to what others say	
	Poetry	<ul style="list-style-type: none">• Recognise simple recurring literary language in stories and poetry• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Poems to share and recite one.</p> <p>Billy McBone - Allan Ahlberg Mrs Sprockett's Strange Machine - Michaela Morgan The Owl and the Pussycat - Edward Lear</p>	