

Year 2 Scheme of Work – Literacy

Term 1.1 – 7 weeks

Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1 review 'oo', 'ai', 'oi', 'ee', 'igh', 'oa', 'ou', 'e', 'ar', 'ore' and 'are'.	Year 1 review 'oy', 'ir', 'ue', 'or', 'ow', 'og', 'au', 'ur', 'wh' and 'bb'.	'ee' spelt 'ey' ee ee	'ur' spelt 'or', 'or' spelt 'ar' and 'a' ur ur	'o' spelt 'a', 'u' spelt 'o' o o	Review and reflect
Wood afraid coin week bright coach group search before scared	annoying thirsty statue whisper phone morning drew tomatoes haunted Thursday	key monkey chimney valley money honey trolley door because	word worse world war warmer ball walk beanstalk find c build	wasp wallet squash wander other brother nothing mother wild climb	

Handwriting : Week 1 revision - Lower case letters - a,b,c,d,e,f,g
 Week 2 revision - Lower case letters, h,i,j,k,l,m
 Week 3 revision - Lower case letters, n,o,p,q,r,s
 Week 4 revision - Lower case letters, t,u,v,w,x,y,z
 Week 5 - capital letters in relation to lower case, Aa,Bb,Cc,Dd, Ee,Ff,Gg
 Week 6 - capital letters in relation to lower case, Hh,Ii,Jj,Kk,Ll,Mm,Nn,Oo
 Week 7 - capital letters in relation to lower case, Pp,Qq,Rr,Ss,Tt,Uu,Vv,Ww,Xx,Zz

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
Recap		<p>Review of Year 1 Spelling Words and Rules: Reinforce key spelling patterns, phonics rules, and common exception words learned in Year 1. Focus on word families, vowel sounds, and tricky spellings to build confidence and accuracy.</p> <p>Handwriting Recap: Practice correct letter formation, spacing, and cursive joins (if introduced). Emphasize pencil grip, posture, and consistency in letter size and shape to improve fluency and legibility.</p> <p>Guided Writing Practice: Support students in structuring sentences, using correct punctuation, and developing ideas coherently. Provide prompts and model writing techniques to enhance creativity, vocabulary, and sentence variety. Encourage self-editing and peer feedback for improvement.</p>				

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<p>2.5a Letters and postcards (T4W)</p> <p>Required text: The Three Guinea Fow & Dear Teacher</p>	<p>4</p>	<p>Imitation L1 – Hook: staff arrives in the classroom with postcards for each child from their class teacher. Cold task – chn write a reply letter back to the teacher and post in the class letter box. L2 – Read the first letter in Dear Teacher by Amy Husband – chn learn the story map of Michaels reply. L3 – Learn the story map through actions and gestures – role play an alternative reply Michael could have said. L4- Learn the story map through actions and gestures – read few more letters from Dear Teacher - ask chn to write short letters to their friends. L5- Chn read The Three Guinea Fowl in small groups - They read through paying special attention to the letters. How do they start? How do they end?</p> <p>Week 2</p> <p>Reading as a Reader L1- Word Aware - provide chn with the written copy of Michael’s letter, discuss how it starts, how it signs off and other main features and structures of a letter – chn annotate the letter. L2– Show chn the postcard at the end of Dear Teacher – discuss the difference of letters and postcards - Chn practice writing their name and address – using correct punctuation and capital for proper nouns. L3- summarise The Three Guinea Fowl - Give some groups questions to answer about the story - Go through the questions together and compare answers - how is Lenny feeling</p> <p>Reading as a Writer L4 – Make a class toolkit- magpie words – chn choose a toolkit and practice writing. L5- explain that chn will write a letter from Lenny to his friends explaining in detail how he is feeling – in pairs chn go over the stories – highlighting how Lenny is feeling.</p> <p>Week 3 Innovation L1 - Word Aware - Shared writing to plan the box it up of the letter - provide chn with a choice to write from Lenny or Penny and Jenny- chn orally practice letter with their partner L2 – Provide chn strips of sentences describing how lenny felt - chn begin box it up L3 – Recap punctuation – full stops, capital letter, proper nouns- complete plan and discuss with peer/make changes.</p>	<p>- being introduced to non-fiction books (texts) that are structured in different ways -Participate in discussion about books that are read to them. - read accurately by blending the sounds in words that contain the graphemes taught so far. - discussing the sequence of events in books and how items of information are related -discussing and clarifying the meanings of words -Answering and asking questions.</p>	<p>-writing narratives, about personal experiences and those of others (real and fictional) -writing down ideas and/or key words, including new vocabulary -writing for different purposes -planning or saying out loud what they are going to write about -encapsulating what they want to say, sentence by sentence. - writing down ideas and/or keywords, including new vocabulary. - 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.</p> <p>Grammar: - use both familiar and new punctuation correctly incl. full stops, capital letters, exclamation marks, question marks</p>	<p>-Articulate and justify answers and opinions Gain and maintain interest of listener Pupils should be taught to: -ask relevant questions -maintain attention, stay on topic -participate in discussion and presentations (improvisation)</p> <p>- maintain attention and participate actively in collaborative conversations. - give well-structured descriptions -use spoken language to explore ideas</p>	<p>- Modelling - Pair work. - ELKAN Blank levels -Colourful semantics - Learning journal template</p>
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Year 2 Scheme of Work – Literacy

		<p>L4 – Look at a dull piece (not by a child in your class!) – improve – first draft – Chn draw story map of their plan and begin first draft L5- Continue first draft of letter</p> <p>Week 4 Implementation L1- Word Aware- show WAGOLL – highlight all the good writing taking place in the class - L2- complete first draft and self/peer assessment. L3- Write out drafted work in second draft - Re-read writing to check it makes sense. L4 – L3- Chn evaluate their letter compared to the cold task – what have they learnt so far.</p>				
<p>2.1b <i>Poetry</i> <i>(Poems about family)</i></p> <p><i>Required texts: Daddy Fell in the Pond, My Mum’s Put me on the Transfer List and Dear Mum.</i></p>	2	<p>Week 1 L1- Talk about family members and listen to responses L2- Write a description about a family member using commas. L3- Identify and use apostrophes for omission L4- Identify and use apostrophes for possession L5-Write a description of two events, one happy and one cross.</p> <p>Week 2 L1- Plan a poem based on one they have read (Use commas in a list) L2- Write a poem (Write a poem using comma and apostrophes) L3- Plan a poem L4- Write a poem based on Dear Mum L5- Write up their reviews in neatest handwriting</p>	<p>- Listen/discuss wide range of poetry. -Discuss favourite words/phrases</p>	<p>- Write narratives about personal experiences -Encapsulate what they want to say line by line. - plan/say what they will write about. -write down ideas - write about personal experiences. -write about real events. Planning: a. plan/say what they will write about. b. write down ideas. - re-read to check their writing makes sense. Read aloud what they have written</p> <p>Grammar: - Learn how to use familiar & new punctuation correctly - commas - Learn how to use familiar & new punctuation correctly - commas, apostrophe for contracted/possessive forms</p>	<p>- Listen and respond to peers -Give well-structured descriptions and explanations -maintain attention</p>	<p>- Modelling - Pair work. - ELKLAN Blank levels -Colourful semantics - Learning journal template</p>
Term 1.2 – 7 weeks						
				<p>Handwriting: Week 1 - Explain ascender and descender and plane letters Week 2 - diagonal join to ascender: joining at Week 3 - diagonal join to ascender: joining, all</p>		

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Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
'wr', 'kn' and 'gn'	'j', 'ge', 'dge', 'j' and 'g'	's' spelt 'c'	'ig' sound spelt 'y' - ies endings	present tense -ing, past tense -ed	Review and reflect
wrap wreck knock knight knit gnome gnaw sign gold everybody	badge sledge village cage gem energy jam jacket even only	cereal circus cinema city bicycle fancy behind floor	cry fly dry reply flies copies babies break poor	copying copied crying cried replying replied drying dried kind hold	

Week 4 - diagonal join to ascender: joining **th**
 Week 5 - diagonal join to ascender: joining **ch**
 Week 4 - diagonal join to ascender: joining **cl**
 Week 5- diagonal join no ascender: joining **cn**

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
2.1b Traditional Tales - inc. drama (T4W) Required texts: Ant and Grasshopper story, The Frog and the Scorpion	4	<p>Imitation – week1 L1 –hook the class by receiving an urgent phone call from the grasshopper - children find solution to help poor grasshopper – talk the text as a class with actions. L2 – Word aware (vocabulary from the text) practice orally learning the text with story map, show images of ant and grasshopper – make fact file L3 – Grammar focus – Use adjectives to create expanded noun phrases - Chn use adjectives to describe a character, internalise text, L4 – Children create story map for the last section and perform this with the class- and whole story L5 – Cold task – provide animal pictures - chn write a traditional tale using the animals – remind them of dilemma and solution.</p> <p>Week 2 Reading as a Reader L1– oral story The Frog and the Scorpion, ask for predictions when the animals are halfway across the river- Discuss characteristics of each one; write descriptive words under each animal L2- Word aware (vocabulary from the text) Reading as a reader (without the text) - drama bringing key parts of the story to life -act out a dialogue - grammar focus</p>	<ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read and understanding by: - discussing the sequence of events in books and how items of information are related – story map, compare stories -discussing their favourite words and phrases Participate in discussions about books - adjectives - becoming increasingly familiar with and retelling a wider range of traditional tales – oral retelling – talk the text - Participate in discussion taking turns and listening – discussing dilemma, debate -Explain and discuss their understanding of fables -understanding of morals, proverbs - listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction - making inferences on the basis of what is being said and done -answering and asking questions 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Develop positive attitudes towards and stamina for writing by: - writing narratives, about personal experiences and those of others (real and fictional) -planning or saying out loud what they are going to write about – box it up, shared writing, drama, talk the text -Read aloud what they have written with appropriate intonation – story map/talk partner -writing down ideas and/or key words, including new vocabulary -magpie words/words mat -encapsulating what they want to say, sentence by sentence -sentence and word play -evaluating their writing with teacher and pupils – self and peer assessment - re-reading to check that their writing makes sense <p>Gramma -learning how to use expanded noun phrases to describe and specify,</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Listen and respond appropriately Ask relevant questions to extend their knowledge and understanding. Maintain attention and participate. Speak audibly and fluently. Participate in improvisations <p>Participate in discussions and debates Gain and maintain the interest of the listener. Use spoken language to develop understanding through speculating, imagining and exploring ideas</p>	<ul style="list-style-type: none"> -colourful semantics, -graphic organiser -Language for thinking -ELKAN questions Modelling

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	<p>L3 - compare ant and grasshopper and the frog and the scorpion - discuss the moral dilemma in both stories and debate who was in the right</p> <p>Reading as a Writer L4- Walk through the text shared - class find examples of the skills/features listed in the toolkit in the model text- and in a group think of alternative ideas, read and discuss the meaning of proverbs L5- Writing in role as a character; Chn explore dialogue through drama and write dialogue using punctuation following the model text. chn to share their dialogue, acting them out with expression.</p> <p>Week 3 -Innovation L1 talk the text, watch film about the ant and the grasshopper directed by Lotte Reiniger in 1954- Discuss the morals in each of the story – provide chn with morals – work in groups to discuss morals and what they mean, L2- Provide chn with pictures of animals/settings a – chn choose character. descriptive words and phrases around them – L3- Word Aware – recap last lesson and provide dilemma and moral cards - chn select dilemma, solution and moral for their character and setting – work in group) Revisit proverbs, and in depth vocabulary work and sentence. L4- Making compound sentences Give chn large strips of paper, they write lots of short sentences about animals doing actions - subordination and conjunction - Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) L5- Word aware (vocabulary from the text) Change the bare bones to match the new story through shared writing - Make changes to the map using post its so that it tells a new story using the characters and settings from the previous lesson.</p> <p>Week 4 L1- shared writing of class plan – magpie vocabulary – chn box up their story adding up alternative versions of the story using all the ideas generated so far L2- Play word games to develop a playful approach to using adventurous adjectives - Formation of adjectives using suffixes such as <i>-ful, -less-</i> continue box it up. L3- Play word games to develop a playful approach to using adventurous adjectives - continue box it up. L4- Recap grammar and spelling - chn discuss their plans with partner and make changes upon suggestions. L5- Word aware (vocabulary from the text) draw a story map to record their ideas from the plan.</p>	<p>Word: Pupils should be taught to: -read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read words of 2 or more syllables</p> <p>Guided treading MTP for objectives and strategies</p>	<p>a. learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted form. - learning how to use: subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p>	<p>Articulate and justify answers, arguments and opinions</p> <p>Use spoken language to develop understanding through hypothesising, imagining and exploring ideas Give well-structured descriptions and explanations</p> <p>Oracy- debate who was right in the story-</p>	
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		<p>Week 5 Implementation – L1- Shared writing class version - discuss success criteria- using plan to write beginning - Chn begin first draft. L2- Word Aware using vocabulary from the text- Shared writing class version - using plan to write middle - Chn continue first draft. L3-Shared writing class version - using plan to write middle - Chn continue first draft. L4- shared writing - Look at a dull piece (not by a child in your class!) – improve – self assessment using checklist - begin second draft in big write L5- begin second draft in big write</p>				
<p>2.1b Information text</p> <p>Required texts: - my Recipe Book</p>	<p>2</p>	<p>Week 1: L1 -Read My First Recipe Book. Chn discuss what makes us think a recipe looks tasty enough to try out – word focus - technical words L2 -Compare three different recipes. Explain why a recipe is harder or easier and justify reasons – grammar focus – imperative verbs L3 -Grammar focus – commas to separate. Make a list of meals using commas to separate L4 -Follow a recipe and Identify the main parts of a recipe and how it is structured. Annotate these features on other recipes – quick grammar – different sentences L5 -Whole class cooking session (pasta/pizza – bring ingredients)</p> <p>Week 2: L1-Grammar focus – apostrophes for possession and contractions – box up their plan using a recipe as a model text L2-shared writing to box up using language used in making the recipe - continue plan L3- Shared writing modelling - write first draft L4- teacher feedback and write final draft L5 -perform the final piece</p>	<p>- discuss and express views -discuss what kind of food they eat/cultural food -be introduced to non-fiction structured in diff ways -reading as a reader - be introduced to non-fiction structured in diff ways -apply phonic knowledge to decode - read accurately Be introduced to non-fiction books that are structured in different ways; Participate in discussion about books that are read to them and those that they can read for themselves.</p>	<p>-Learn how to use familiar punctuation correctly, including full stops and capital letters; Learn how to use sentences with different forms: statement and command -Plan what they are going to write about; Write down key words, including new vocabulary. Grammar: -Learn how to use sentences with different forms: statement, question and command. -Learn how to use familiar punctuation correctly, including full stops and capital letters; Learn how to use sentences with different forms: statement and command -Learn how to use both familiar and new punctuation correctly, including commas for lists; Use and understand the grammatical terminology</p>	<p>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p>	<p>–voice recorder -assistive technology - graphic organiser to record</p>
<p>Term 2.1 – 6 weeks</p>						
<p>Spellings:</p>				<p>Handwriting:</p> <p>Week 1- diagonal join no ascender: joining im.</p>		

Year 2 Scheme of Work – Literacy

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review rules from autumn term	'ig' spelt 'y' and 'ies' endings	'l' spelt 'le'	'l' sound spelt 'al', words ending -il	words ending -ed, -er and est after 'y'	Review and reflect
donkeys towards hall watch come design fudge decide	spy spies try tries parties fry fries why steak pretty	wriggle nettle beetle steeple crumple candle beautiful fast	medal hospital animal national fossil pencil grass bath	spied happier funnier chilliest luckiest frying skiing happiest hour eye	

Week 2- diagonal join no ascender: joining cr.
 Week 3 - diagonal join no ascender: joining tr.
 Week 4 - diagonal join no ascender: joining tr.
 Week 5- diagonal join no ascender: joining dr.
 Week 6 - diagonal join no ascender: joining lp

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
2.1a Classical poems T4W Required text: The Owl and the Pussycat by Edward Lear and limericks	4	<p>Week 1 Imitation L1 – Hook: Go to BBC class clips and watch the Owl and the Pussycat - talk the text from story map L2 - practice orally learning the text with story map - Talk the text – tennis – one word/sentence each child. -word aware from the text L3- Hot seating the owl – learn the text and make draw map of the last section L4 - talk the entire text - Using adjectives to describe nouns - Chn draw a picture of the wood where the Piggy-wig stood and write adjectives on their picture to describe the trees and the wood L5- word aware - cold task- children write own version of the poem</p> <p>Week 2 Reading as a Reader L1 – word aware - Read biography of Edward Lear and introduce to limerick poems -read limerick poem and discuss the structure/rhythm - look at illustrations L2 – Introduce the text as written word and explore its effect on the reader-language rhyme/words – <i>charming</i> in depth/structure and old fashioned words– annotate the text - Create a spelling card for the model text .</p> <p>Reading as a writer</p>	<p>Develop pleasure in reading, motivation to read, understanding by: a. listening to, discussing and expressing views about a wide range of poetry (including classic) -recognising simple recurring literary language in poetry – rhyme and rhythm -Checking that the text makes sense to them as they read -summarising/ talk the text -discussing their favourite words and phrases – word play and vocabulary semantic -continuing to build up a repertoire of poems learnt by heart Participate in discussion about poems - hot seating/drama</p> <p>Pupils should be taught to: -Use phonic skills to decode words -read accurately by blending the sounds in words that contain the graphemes</p>	<p>Consider what they are going to write before beginning by: b. writing down ideas and/or key words, including new vocabulary - describing characters and setting through multisensory Develop a positive attitude toward writing by: d. Writing for different purposes (notes)</p> <p>-Read aloud what they have written with appropriate intonation to make the meaning clear – individual story map/talk partner -Develop positive attitudes towards and stamina for writing by:writing poetry -Evaluate writing with the teacher and other pupils -peer and teacher assessment</p> <p>Grammar: -. learning how to use: expanded noun phrases to describe and specify, -Use the term adjective to describe a word qualifying a noun</p>	<p>-Select and use the appropriate registers for communication -Participate in reciting and performing –talk the text -Speak audibly in standard English - talk the text/analysis of standard English -Listen and respond appropriately -Maintain attention and participate actively in collaborative conversations Gain, maintain and monitor the interest of listeners</p> <p>Listen and respond appropriately Use relevant strategies to build their vocabulary Speak audibly and fluently</p>	<p>- Graphic organisers - voice recorder - strategy wall - Modelling - Pair work. - ELKAN Blank levels -Colourful semantics</p>

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		<p>L3 - talk the text and summarise on five finger - pick a feature from the text (toolkit), explore it, learn it and use it in some short burst writing - use 5 Ws questions L4-use toolkit to change examples of the poem and record/magpie, use the toolkit to Use pairs or sequences of images to create a series of sentences L5- give the chn first 4 lines of poem and two colours to underline nouns and rhyming pairs - model how to make changes to some of the words and rhyme of original poem by adapting -ask chn to give suggestions - remind its nonsense poem – group work to change the second 4 lines.</p> <p>Week 3 Innovation L1 - perform previous changed verse - provide chn pictures of animals and settings and brainstorm adjectives and expanded nouns L2- box up the text(or use any graphic organiser) as a class – discussing what happens in each part of the poem– shared writing - creating new stories using a similar pattern L3- Distinguish between homophones and near homophones – continue box up L4- go over punctuation, capital letter – teacher to model some short burst writing, continue box up and peer assessment. L5- shared writing – model writing each verse - begin 1st draft -</p> <p>Week 4- - L1 Look at a dull piece (not by a child in your class!) - improve talk through plan, continue 1st draft L2- word aware - continue 1st darft - self assessment L3- Second draft L4-second draft</p>	<p>taught so far, especially recognising alternative sounds for graphemes - homophones and near-homophones -Refer to Guided reading MTP</p>	<p>-Understand and use grammatical terminology - Discuss some features of standard English (old fashioned words).</p>	<p>Select and use appropriate registers</p>	
<p>Non-Fiction 1: Instructions</p> <p>Main text: Instructions – Neil Gaiman</p>	<p>2</p>	<p>Week 1 L1- Memorising, improvising and re-telling L2- Finding examples from the book L3- Finding bossy verbs L4- Group reading Fairy Land instructions L5- Demarcating sentences</p> <p>Week 2 L1- Reading out an instruction L2- Begin planning their Fairy-tale Land route. L3- Begin writing their instructions - Using bossy verbs and different types of punctuation in own writing</p>	<p>-checking that the text makes sense to them as they read and correcting inaccurate reading -answering and asking questions -participate in discussion about books that are read to them and those they can read themselves, taking turns and listening to what others say. - Read words with unusual P to Gs.</p>	<p>- planning or saying out loud what they are going to write about -writing down ideas and/or key words including new vocabulary - writing for different purposes Consider what they are going to write before beginning by: -encapsulating what they want to say, sentence by sentence. -evaluating their writing with the teacher and other pupils -re-reading to check it makes sense</p>	<p>- Speak audibly and with an increasing command of standard English Give well-structured instructions (adapted) Select and use appropriate registers - Maintain attention and participate actively in collaborative conversations, staying</p>	<p>- colourful semantics - Graphic organisers</p>

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	L4- Using adverbs ending in -ly - Continue writing instructions/editing and improving L5- Illustrating and publishing instructions	-read aloud books, sounding out unfamiliar words accurately Spell by: b. learning new ways of spelling phonemes - 'kn' and 'gn' - read accurately by blending the sounds in words -read accurately words of two or more syllables that	-proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they	on topic, initiating & responding to comments.	
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Term 2.2 – 7 weeks

Spellings:

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
-ed, -er, -est, ing and -y	-ed, -er, -est, ing, -y	-ed, -er, -est, ing, -y	apostrophe for missing letters	common exception words	Review and reflect
spied happier funnier chilliest luckiest frying skiing happiest hour eye	sliding hiking completed amazed timer ripest shiny smiled plant path	rubbing hugged runner biggest runny swimming clapped planned improve sugar	can't don't won't you've he'll you're couldn't haven't pass move	mind children most cold great told prove last sure after	

Handwriting:

Week 1 - diagonal join no ascender: joining mp
Week 2 – diagonal join, no ascender to an anti clockwise letter: id
Week 3- diagonal join, no ascender to an anti clockwise letter: ig
Week 4- diagonal join, no ascender to an anti clockwise letter: nd
Week 5 - diagonal join, no ascender to an anti clockwise letter: ng
Week 6 - horizontal join no ascender: ou

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
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Year 2 Scheme of Work – Literacy

<p>2.6a Fantasy Story T4W</p> <p>Required text: Dragon stories (Helen Ward, Chris Wormell, Robert Munsch)</p>	<p>4</p>	<p>Week 1 Imitation L1 -Hook: Animal tracking—footprints, caves, fire. Introduce story through a story map, talking the text. L2: Oral practice with the story map—'tennis' activity (one word/sentence per child). <i>Cold Task:</i> Children write a quest story about a dragon. L3 -Continue oral practice. Predict the story's ending. In pairs, discuss and draw a story map for the ending with actions. L4 - Drama: Groups receive Story Sequence Cards to act out events, ending with a freeze frame. L5: Read <i>The Dragon Machine</i> by Helen Ward. Discuss, create a character profile for George using adjectives/descriptive phrases (mind-map). <i>Grammar Focus:</i> Adjectives and punctuation.</p> <p>Week 2: Reading as a Reader & Writer L1: <i>Word Aware:</i> Read <i>St. George and the Dragon</i> . Compare with <i>George and the Dragon</i>: similarities and differences. L2: Draw a new character the dragon might fear. Label items in its suitcase. Write a simile and include adjectives. L3: Shared Writing: Create a toolkit for the model text. Turn into a grid, finding examples of features in the text. Short burst writing using toolkit features. L4: Grammar: Subordination (when, if, that, because) & coordination (or, and, but). Read <i>The Paper Bag Princess</i> by Robert Munsch. Discuss characters, setting, and differences from traditional dragon tales. In groups, orally create and perform a dragon story using subordination and coordination. L5: Grammar Focus: Expanded noun phrases. Describe a dragon picture in elaborated sentences. Final versions written neatly and displayed.</p> <p>Week 3: Innovation L2: Brainstorm new scenarios based on dragon stories Innovate <i>George and the Dragon</i> by changing key elements (character/problem/ending) using post-it notes. Class reads the new version). L2: Word Aware: Shared writing to “box up” the beginning. Introduce characters/setting using magpie words. Children start their own plans. L3: Shared writing for the middle section—What goes wrong? Continue with individual plans. L4: Shared writing for the ending—How is the problem solved? Children complete their boxed-up plans.</p>	<p>-Make inferences Participate in discussion about books that are read to them taking turns listening to what others say -Develop pleasure in reading and motivation to read by: - becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales Understand the books they read by: -predicting what might happen on the basis of what has been read so far</p>	<p>Consider what they are going to write before beginning by: a. planning or saying out loud what they are going to write about Consider what they are going to write before beginning by: b. writing down ideas and/or key words, including new vocabulary c. Encapsulating what they want to say, sentence by sentence Develop positive attitudes towards and stamina for writing by: a. writing narratives, about personal experiences and those of others (real and fictional) Make simple additions, revisions and corrections to their own writing by: b. re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently c. proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Grammar: - learning how to use: expanded noun phrases to describe and specify, e.g. the blue butterfly. - to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but). - Learning how to use both familiar and new punctuation correctly</p>	<p>-Listen and respond appropriately to adults and peers Ask relevant questions to extend understanding and knowledge Articulate answers and opinions Use spoken language to develop understanding thro exploring ideas</p> <p>-Participate in discussions Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>- Modelling - Pair work. - ELKLAN Blank levels -Colourful semantics</p>
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Year 2 Scheme of Work – Literacy

		<p>L5: Shared and guided writing using prompts to begin writing first draft - agree on success criteria and show an example of WAGOLL – begin first draft.</p> <p>Week 4</p> <p>L1- Word Aware - go over success criteria guided writing using prompts - continue first draft. L2- Guided writing using prompts - continue first draft. L3 -Complete first draft -peer and self assess and edit - begin final draft L4 —Continue final draft chn perform story to their partner and evaluate cold and hot task.</p>				
<p>2.3b Poetry 1: The Senses</p> <p>Required Text: The Works chosen by Paul Cookson</p>	<p>2</p>	<p>Week 1</p> <p>L1- Chn work in pairs learning Five Little Senses All in a Row by heart. They do this by saying it together and also in turns to each other. They may invent actions to help them remember the poem. L2- Use adjectives or write sentences with subordination using ‘that’ Chn make a shape poem by drawing round their hand and writing ‘<i>I can touch</i>’ in the palm. On each finger they write an adjective and a noun e.g. <i>silky water, slimy spaghetti, etc</i>, using the adjectives L3 - Chn start to write own version of class poem Who Will? written together in lesson introduction L4 - Group reading Comprehension 2. As chn are going round reading their poems, ask them to look for particular double letters making a single phoneme. L5- Chn copy their similes really carefully on strips to create a lovely group poem. Stress that they need to use their very best handwriting.</p> <p>Week 2</p> <p>L1- Working in pairs using chn add nouns using suffixes such as -ness, -er. Using a copy of the poem The Sound Collector the chn check if they are correct and change the words if they are not. L2- Chn work in mixed ability groups to learn as much as they can of The Sound Collector by Roger McGough to perform L3- Chn read the poem Wings quietly in mixed ability pairs helping each other. They then discuss it. Which is their favourite verse? Can they say why? Highlight in 2 colours L4- Go for a poetry walk. Chn use clipboards and frame to write adjectives, nouns, phrases and sentences about what they <u>see</u>, <u>hear</u>, <u>smell</u>, <u>touch</u> and possibly <u>taste</u> L5- Writing a list poem about based on the senses</p>	<p>-continuing to build up a repertoire of poems learnt by heart and recite some of these. -Develop pleasure in reading and motivation to read by: - listening to, discussing and expressing views about a wide range of poetry -Discussing and clarifying the meanings of words -Discussing favourite words -discussing their favourite words and phrases -Recognising simple literary language in poetry read accurately by blending the sounds in words that contain the graphemes taught so far -read accurately words of two or more syllables that contain the same GPCs - Read words containing common suffixes. - read aloud books (poems) closely matched to improving phonic knowledge.</p>	<p>Write poetry Consider what they are going to write before beginning by: b. writing down ideas and/or key words, including new vocabulary Write poetry Develop positive attitudes towards writing by: a. writing narratives (<i>poems</i>), about personal experiences b Re-read own writing to check that it makes sense Read aloud own writing.</p> <p>-segmenting words into phonemes and representing these by graphemes, spelling many correctly -Spell common exception words</p> <p>Grammar -b. learning how to use: expanded noun phrases to describe, specify, e.g. <i>the blue butterfly</i> - learning how to use: subordination (using <i>when, if, that, or because</i>) expanded noun phrases to describe and specify</p>	<p>Speak audibly and fluently and with an increasing command of standard English. -Participate in performances. -Listen and respond appropriately to adults and their peers. -Gain, maintain and monitor the interest of the listener. -Speak audibly and fluently in English -Select and use appropriate registers for effective communication. -Use relevant strategies to build vocabulary. -Maintain attention; participate in collaborative activity.</p>	<p>Modelling - Pair work. - ELKAN Blank levels -Colourful semantics</p>

Year 2 Scheme of Work – Literacy

	Using the words collected on the poetry walk yesterday, chn write a simple list poem about the senses using lots of descriptive language.		Use and understand the grammatical terminology in their writing		
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Term 3.1 – 5 weeks

Spellings:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revision of spelling rules learnt during the spring term	-ness, -ment suffixes	-ful, -less suffixes	zhur/shur spelt s	Compound words	Review and reflect
bubble tumble pedal ladies happiest baking closest hummed wouldn't won't	freshness sickness enjoyment treatment movement brightness payment happiness would who	forgetful joyful playful painless fearless hopeless plentiful useless whole any	television treasure usual measure leisure pleasure pressure unsure many clothes	whiteboard butterfly handbag lighthouse rainbow moonlight flowerpot goldfish busy people	

Handwriting:

Week 1 - horizontal join no ascender: ow
 Week 2 – horizontal join, no ascender to an anti clockwise letter: oa
 Week 3- horizontal join, no ascender to an anti clockwise letter: og
 Week 4- horizontal join to ascender: wh
 Week 5 - horizontal join to ascender: ol.
 Week 6 - Consolidate joins

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
2.4a Quest Stories inc drama (T4W). Required Resources: <i>Lost and Found; The Way Back</i>	6	Week 1 Imitation L1 – Hook: Group the class and give each class a map – they have to go on a quest to find the object. – talk the text from story map. L2 - practice orally learning the text with story map - Talk the text – tennis – one word/sentence each child – cold task chn write a quest story of an animal. L3- grammar – past and present tense- practice orally learning the text with story map L4 – Discuss prediction of how the story might end - Working with partner to discuss and draw a story map for the ending with actions. L5- Drama – Distribute a Story Sequence Card to each group, explaining that each group will explore through drama, acting out the events and ending in a freeze frame	-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	re-reading to check that their writing makes sense and that verbs to indicate		- Modelling - Pair work. - Learning journal template

Year 2 Scheme of Work – Literacy

<p><i>Home; The Quest</i></p>	<p>Week 2 Reading as a Reader L1 – Introduce The Way Back Home as another quest story (youtube reading) – discuss the similarities and difference in both stories - Working with partner to discuss and draw a story map for The Way Back Home L2 – Introduce the lost and found as written word and explore its effect on the reader – Adult led. Chn read aloud, discussing questions at short intervals. Encourage rereading to check answers and 'highlighting' (with a finger) the evidence supporting comprehension answers. L3 - Playful warm up activity involving a vocabulary from the model – said (synonym)- Identify key language feature/s by annotating the model text ('text marking'). Use this to develop awareness of grammatical features.</p> <p>Reading as a Writer L4–talk Shared writing – share write a toolkit with the children on the model text- Change the toolkit into a grid. As a class find examples of the skills/features listed in the toolkit in the model text, or similar texts. Record the examples in the grid for future 'maggie' L5 –grammar - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command - pick a feature from the text (toolkit)t, explore it, learn it and use it in some short burst writing .</p> <p>Week 3 Innovation L1 - Talk the text with actions- Sort and write four types of sentence L2 – Set up: each table provides stimulus for a different setting type. On each table: a large piece of paper; photos of that setting type; pens; post-its for collecting ideas from around the classroom; prompt cards. Encourage chn to discuss/describe the setting before recording ideas on the large paper. Once chn have exhausted ideas, allow groups to move to each table in turn, reading posters and adding ideas of their own. L3- (writing in past tense) Chn pick a setting and imagine travelling to that place, using their observations to describe it, in full past-tense sentences. Allow time for role-play and discussion with a partner before writing activities. Model & encourage verbal rehearsal before L4- Playful warm up activity involving a sentence from the model - Make changes to the story map using post its so that it tells a new story – give chn animal pictures to choose for their story and use the</p>	<p>-discussing sequence of events in books and how items of information are related. -checking that the text makes sense to them as they read and correcting inaccurate reading predicting what might happen on the basis of what has been read so far</p> <p>-discussing sequence of events in books & how items of information are related participate in discussion about books that they can read for themselves, taking turns and listening to what others say. Discussing their favourite words and phrases <i>Understand both the books that they can already read accurately and fluently, & those that they listen to by:</i> Answering and asking questions</p>	<p>time are used correctly and consistently, including verbs in the continuous form</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>-Planning or saying out loud what they are going to write about -Writing down key ideas including new vocabulary. - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</p> <p>-Writing narratives about personal experiences and those of others (real and fictional) -Encapsulating what they want to say sentence by sentence.</p> <p>-Evaluating their writing with teacher and other pupils -Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuate correctly). - Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Grammar: -use and distinguish past and present tense. - learning how to use sentences with different forms: statement, question, exclamation, command - Learn how to use familiar and new punctuation including question marks.</p>	<p>-Listen and respond appropriately to adults and peers -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Articulate/ justify answers, arguments and opinions</p> <p>-Use spoken language to develop understanding through speculating, hypothesising, imagining, exploring ideas -Use relevant strategies to build their vocabulary.</p> <p>-Gain, maintain and monitor the interest of the listener(s) -Ask relevant questions -Maintain attentions and participate actively in collaborative conversations.</p>	
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Year 2 Scheme of Work – Literacy

	<p>setting they picked previous lesson to draw a story map of the animal travelling to find home.</p> <p>L5 - Playful warm up activity involving a sentence from the model- exclamation sentence – shared writing – begin box it up with prompts.</p> <p>L5- Chn discuss in pairs what they think their story is going to be about. Decide where the journey will lead, what obstacles will be met and what the goal will be. Chn need to articulate their ideas but also to listen to the ideas of other children as well. – continue box up.</p> <p>Week 4</p> <p>L1 - Recap Quest features - Look at/read We're Going on a Bear Hunt, as this works well as a model 'quest' with a series of obstacles linked to settings – continue box it up</p> <p>L2- Chn discuss plan with talk partner and listening to their feedback – draw story map of their plan.</p> <p>Implementation-</p> <p>L3- Model writing the introduction to class Quest story, making mistakes with tense. Can chn spot the error and correct it? Remind chn of how The Quest used a question to draw reader in – Chn begin first draft introduction.</p> <p>L4- Agree criteria for the middle of the story: a series of increasing obstacles, which must be overcome. Model writing an obstacle. Remind chn of how The Quest used exclamation sentences to show emotion/excitement. – first draft of middle story.</p> <p>L5- Chn work to complete stories. chn to reread writing aloud, as a whole, checking for sense and overall effect. Encourage chn to edit to improve writing, referring to criteria agreed across the week.</p> <p>Week 5</p> <p>L1- What makes a good reading? Model some dreadful performances and use to compile a guide of dos & don'ts for reading aloud, including what to do if your audience loses interest. Allow chn to practise reading sections of their story to a peer. Allocate points for each do/don't to allow for scoring.</p> <p>L2- Look at a dull piece (not by a child in your class!) – improve –first draft – self assessment</p> <p>L3- Recap grammar and punctuation – exclamation mark, question mark</p> <p>L4- - Playful warm up activity involving a vocabulary from the model- begin final draft</p> <p>L5 – Playful warm up activity involving a sentence from the model- Continue final draft</p>				
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Year 2 Scheme of Work – Literacy

Week 6
 L1- Vocabulary activity – morphology and semantic
 L2 - Complete final draft
 L3- perform new version of the story to class.
 L4- recap grammar and vocabulary

Term 3.2 – 6 weeks

Spellings:

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
homophones and nearhomophones.	-tion endings	possessive apostrophes	common exception words and words from across the curriculum	words from across the curriculum	Review and reflect
there their they're here hear quite quiet one won water	station fiction section motion position relation fraction nation again half	sister's brother's girl's child's man's boy's woman's grandfather's Mc. Mc's.	money parents rock both should plant habitat food air metal	Number twenty plastic brick squashing bending twisting stretching cardboard forty	

Handwriting:

week 1- practice break letters, b,p,g,q (letters that aren't joined from)
 Week 2 - practice break letters, y,j,z,s (letters that aren't joined from)
 Week 3 - use spacing between words that reflects the size of the letters.
 Week 4 - use spacing between words that reflects the size of the letters
 Week 5 - use spacing between words that reflects the size of the letters

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
Non Fiction Diaries and Recounts Diary of a Wombat	4	<p>Week 1 Imitation</p> <p>L1-Introduce the book with props (e.g., stuffed wombat, diary, food items). -leran the story map with actions and gestures. L2- word Aware – learn the story map - Orally compose sentences in the first person, and past tense. L3 – Identify and write sentences using the simple past tense and past progressive verb form. L4 -Cold task - will write a diary entry to record a troublesome day.</p>	<ul style="list-style-type: none"> - Discuss the sequence of events in books and how items of information are related. - Become increasingly familiar with stories. Participate in discussion about books that are read to them, taking turns and listening to what other say. - Make inferences; Participate in discussion about books, taking turns and listening to others. - Participate In discussion about books that they can read for 	<p>Composition:</p> <ul style="list-style-type: none"> - Say out loud what they are going to write about. -Write for different purposes; Encapsulate what they want to say, sentence by sentence. - Write narrative about (fictional) personal experiences; Write for different purposes. <p>-Form lower-case letters of the correct size relative to one another. Start using some of the diagonal</p>	<ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers; Give well-structured descriptions. - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating 	<ul style="list-style-type: none"> - Modelling - Pair work. - ELKLAN Blank levels -Colourful semantics -

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	<p>L5 – Learn the story map- : Re-write the events in the storymap from another character’s perspective.</p> <p>Week 2 – Reading as a reader/writer</p> <p>L1- Use notes to sequence a Wombats week.</p> <p>L2 - Make inferences about characters’ thoughts.</p> <p>L3 - Diary of a Wombat; The Cat’s Journey; Venn Diagram – Comparing.</p> <p>L4 -Word Aware - Talk the text with actions–write a toolkit with the children on the model text- Change the toolkit into a grid. As a class find examples of the skills/features listed in the toolkit in the model text, or similar texts. Record the examples in the grid for future ‘magpie’</p> <p>L5 -Short burst writing. - Write a diary entry, in the first person and past tense.</p> <p>Week 3</p> <p>L1 – Word Aware - Extend a single clause sentence to include a subordinate clause.</p> <p>L2 - Use non-fiction texts to research information about a British wild animal and write words or short phrases, in the past.</p> <p>L3 - Explain that today the children will begin to write their animal diary based on their research animal. Shared writing to begin box it up.</p> <p>L4 – Shared writing -continue box it up.</p> <p>L5 – shared writing - Begin to write a first draft of recount</p> <p>Week 4</p> <p>L1 -Reap grammar – continue first draft</p> <p>L2 –Word Aware - complete first draft-peer and self assess</p> <p>L3 -go over teacher feedback and edit - begin final draft for non fiction booklet</p> <p>L4 – Continue booklet</p> <p>L5 -complete booklet and present to the class.</p>	<p>themselves, taking turns and listening to what others say; Explain and discuss their understanding of books they have read for themselves</p>	<p>and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Grammar: Use the past tense correctly and consistently.</p> <ul style="list-style-type: none"> - Use the past tense correctly and consistently, including the progressive form - Use familiar punctuation correctly, including full stops and capital letters; Use the past tense correctly and consistently. - Use familiar punctuation correctly, including full stops and capital letters; 	<p>and responding to comments.</p>
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Year 2 Scheme of Work – Literacy

<p>Happy poems</p> <p>Happy Poems by Roger McGough</p>	<p>2 weeks</p>	<p>Week 1 L1 - Re-read the poem and make a list of their own moans L2 - Read a poem in a group and then practise reading a verse aloud L3 - Practise using apostrophes where needed and knowing when this is L4 – Read a poem in a group and answer comprehension questions L5 -Write a poem based on one read and using poetic language</p> <p>Week 2 L1 - Identify features in a poem and discuss their effect. L2- Plan their poem L3 - Begin writing their own poems L4 - Edit and write out their poems in ‘best’ L5 - Write spoken English using contractions and slang</p>	<p>Comprehension Listen to wide range of poetry; Participate in discussions about poems; Check that the text makes sense as they read; make inferences.</p> <ul style="list-style-type: none"> - Read most words quickly and accurately; Read aloud (poems), sounding out unknown words accurately; Read most words quickly/accurately - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; - Recognising simple recurring language; Discussing favourite words and phrases - 	<ul style="list-style-type: none"> - Composition Write narratives about personal experiences; Plan or say out loud what they will write about. - Form lower-case letters of the correct size; start using diagonal/horizontal strokes needed to join letters. - Writing narratives about personal experiences; Planning what they will write about. <p>Grammar: Learn how to use both familiar and new punctuation correctly, including apostrophes for contracted forms.</p>	<ul style="list-style-type: none"> - Use spoken language to develop understanding through exploring ideas; Participate in discussions; Maintain attention and participate actively in collaborative conversations. 	<ul style="list-style-type: none"> -- Modelling - Pair work. - ELKLAN Blank levels -Colourful semantics
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