

# Year 2 English – Autumn 1

## Spoken language:

Discuss the sequence of events in books and how items of information are related.  
Discuss his/her favourite words and phrases.  
Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.  
Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.

## Punctuation, Grammatical terms and Word classes.

Can use capital letters at the start of some sentences  
Begins to use capital letters for names (proper nouns) and personal pronoun 'I'  
Can use full stops, exclamation marks and question marks to demarcate most sentences. Identify nouns.  
Identify adjectives. Identify verbs.

## Genres and Texts

Story, Non Chronological Reports, Recount, Description, List Poem

## Hook for Learning:

The Lonely Beast  
L.S Lowry  
Matchstalk Men and Matchstalk Cats and Dogs  
Roger McGough: The Sound Collector

## Talk pathways.....

When relating their stories uses terms like yesterday, last week, today as well as specific names of places, including towns. Make specific vocabulary choices.

## Sentence Composition

Can identify and write simple sentences  
Can include some detail in writing to add interest, for example an adjective or simple simile.  
Joins words or clauses using co-ordination e.g. or, and, but ....  
Can sustain the use of the correct tense across a range of text types e.g. story, letter...

## Transcription/spelling/handwriting

Use phonetically plausible strategies to spell unknown polysyllabic words. Turn adjectives into adverbs through applying 'ly' e.g. slowly. Form lower case letters of the correct size in relation to other letters. Start using some of the diagonal and horizontal strokes to join letters.

## Non-negotiables:

Can use capital letters at the start of some sentences. Begins to use capital letters for names (proper nouns) and personal pronoun 'I'.

## Word reading, Decoding and Understanding:

Decode unknown words applying phonic knowledge. Use the context of the text and pictures to help read unfamiliar words. Discuss word meanings, linking new meanings to those they already know. Recognise an increasing range of punctuation (. CL ! ? ) and use this to add expression and understanding to the text.

## Retrieval:

Read closely to obtain specific information e.g. what type of clothes someone was wearing. Identify, select and highlight key words in a sentence to answer recall questions.

## Retrieval:

Answer simple 'How' and 'Why' questions from pictures or text. Discuss the actions of characters and justify views on the basis of what is being said and done. Summarise the main points from a passage or a text. Ask questions to improve their understanding of a text.

# English –Weekly

## **Week 2: Wellbeing Unit: The Colour Monster.**

Identify a story's beginning, middle and end. Use capital letters at the start of some sentences. Begins to use capital letters for names (proper nouns) and personal pronoun 'I'. Always use full stops. Write compound sentences that include co-ordination e.g. or, and, but. Construct sentences that include adjectives.

### **PIXL TCC Sentence composition**

Identify and write simple sentences. Include some detail in writing to add interest, for example an adjective or simple simile.

## **Week 3: Wellbeing Unit: Ruby's Worries & The Huge Bag of Worries.**

Identify a story's beginning, middle and end. Use capital letters at the start of some sentences. Begins to use capital letters for names (proper nouns) and personal pronoun 'I'. Always use full stops. Write compound sentences that include co-ordination e.g. or, and, but. Construct sentences that include adjectives. Use exclamation marks and question marks.

### **PIXL TCC Sentence composition**

Joins words or clauses using co-ordination e.g. or, and, but ....  
Sustain the use of the correct tense across a range of text types e.g. story, letter...

## **Week 4: The Lonely Beast: Familiarising ourselves with the story, Writing in role & Character Description**

Identify a story's beginning, middle and end. Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. Consider the dominant emotions of certain characters in the story. Make predictions about action that might occur in the story. Retrieve examples from a text when we find out what a character thinks. Reflect on how a character's feelings have changed from the start to the end of a story. Make plausible predictions of future events based on what has been read so far.

### **PIXL TCC Punctuation**

Use capital letters at the start of some sentences. Begins to use capital letters for names (proper nouns) and personal pronoun 'I'.

## **Week 5: The Lonely Beast**

Identify a story's beginning, middle and end. Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. Construct sentences that include adjectives, adverbs and precise verbs. Always use full stops. Use commas to separate items in a list.

### **PIXL TCC Punctuation**

Use full stops, exclamation marks and question marks to demarcate most sentences.

## **Week 6: Non Chronological Report: Planning (Manchester)**

Recognise the difference between non-fiction and story front covers. Tell the difference between headings and sub-headings and how they organise writing. Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. . Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.

### **PIXL TCC Grammatical terms and Word classes**

Identify nouns. Identify adjectives.

## **Week 7: Non Chronological Report: Writing (Manchester)**

Recognise the difference between non-fiction and story front covers. Tell the difference between headings and sub-headings and how they organise writing. Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. . Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.

### **PIXL TCC Grammatical terms and Word classes**

Identify verbs.

## **Week 8: Poetry: The Sound Collector**

Use rhyme for effect e.g. He was snoring and roaring. Use commas to separate items in a list. Construct sentences that include adjectives, adverbs and precise verbs.