

Cycle B Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text					
Rocketmole Mission to the Moon – Matt Carr Blown Away – Rob Biddulph The Way Back Home - Oliver Jeffers	You Can't Take an Elephant on the Bus – Patricia Cleveland- Peck The Night the Stars Went Out – Sue Hughes The Polar Express - Chris Van Alsborg	The Town Mouse and Country Mouse Fable Acceptance and Gratitude The Tale of the Castle Mice Michael Bond	The Lion Inside Rachel Bright The Gingerbread Man	If I had an Octopus Gabby Dawnay Somebody Swallowed Stanley Sarah Roberts	Tiddler the Story Telling Fish Julia Donaldson Secrets of the Seashore non-fiction Karen Brown The Lighthouse Keeper's Mystery David and Ronda Armitage
Supplementary Texts – see the Reading Across the Curriculum document					
Writing Outcomes					
Genre: Rhyming; prediction, sequencing and narrative retell Purpose: To familiarise with rhyme and the rhyming structure, to perform rhyme with appropriate intonation and expression; to retell a known story	Genre: Recount; character and setting descriptions Purpose: To describe; To use imagination ;To write about a personal experience; To entertain	Genre: Information Page; Character Profiles and Descriptions; Letter Writing; Own Story Writing; Diary Entry Purpose: To inform; To entertain	Genre: Comparing Fables and Tales; Writing own fable; retelling a well known story and Instruction writing Purpose: To entertain; To inform; To instruct; To compare	Genre: Poetry and Rhyming; Prediction and Sequencing, Diary Writing; Non chronological report Purpose: To entertain; To inform; To record; To create and recite	Genre: Character and setting descriptions; Writing own narrative; Recount; Research and Non- chronological report writing; Information Page Purpose: To inform; To entertain; To describe; To research
Grammar: Word					
Revision Year 1/ words containing GPCs learnt previously, ge and dge, -g before e, l and y -j before a,o and u S sound splet c n sound spelt gn and kn	Words with wr at beginning, words ending le, el, al and il. Common Exception words from the Year 2 NC word list which have not been covered this term.	al sound spelt y, adding es to words ending in y, adding ed, ing, er and est to root word ending in- y with ed, ing, er and est to root word ending in -e with consonant before it, ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter	∩: sound spelt a before l and ll, the ʌ sound splet o, the i: sound spelt -ey, the ʳsound spelt a after w and qu Common Exception words from the Year 2 NC word list which have not been covered this term.	The .: sound spelt or after w, The ∩: sound spelt ar wafter w, the ʒ sound spelt s, the suffixes ment, ness, ful, less and ly	Contractions, possessive apostrophe, words ending in tion, homophones and near homophones, Common Exception words from the Year 2 NC word list which have not been covered this term.

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Grammar: Sentence					
Coherent sentences using the four sentence types, noun phrases	Co-ordinating conjunctions Adverbs and Time Adverbials	Subordinating Conjunctions Revisit noun phrases	Revisit four sentence types	Revisit co-ordinating and subordinating conjunctions	Revisit adverbs and time adverbials
Grammar: Text					
Understand beginning, a middle and an end of a story as the setting, problem and resolution. To write stories with a setting, problem and resolution	Understand and use the organisational features of recounts	Understand the organisational features of non-chronological reports – headings, sub headings and conjunctions to sequence Write using the appropriate organisational features	Understand beginning, a middle and an end of a story as the setting, problem and resolution. To write stories with a setting, problem and resolution Understand the organisational features of instructions – imperative verbs, bullet points/ numbers to sequence	Understand poems can be written in verses Write poems in verses Understand the organisational features of non-chronological reports – headings, sub headings and conjunctions to sequence Write using the appropriate organisational features	Understand beginning, a middle and an end of a story as the setting, problem and resolution. To write stories with a setting, problem and resolution Understand the organisational features of non-chronological reports – headings, sub headings and conjunctions to sequence Write using the appropriate organisational features Understand and use the organisational features of recounts
Grammar: Punctuation					
Capital letters, full stops, question marks and exclamation marks	Capital letters, full stops, question marks and exclamation marks	Commas in a list	Omission apostrophe	Possessive apostrophe	
Spoken Language: Speaking and Listening					
Tell real and imagined stories using the	Participate in discussions and performances	Speak with clarity and use appropriate		Explain ideas and processes using imaginative and	

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conventions of familiar story language Listen to others in class, ask relevant questions and follow instructions		intonation when reading and reciting texts Listen to talk by an adult, remember some specific points and identify what they have learned		adventurous vocabulary and non-verbal gestures to support communication and articulate answers. Ask relevant questions to clarify	
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma					