



Year 2, Term 2A

| Short Texts | |
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| Programme of study | Learning Intentions |
| <p>In this unit, children will examine the common features of traditional tales through the retelling of Jack and the Beanstalk. They will compare the features of similar tales written by different authors. Children will experiment with story plans by planning and retelling their own versions of traditional tales. They will begin to understand how to create suspense by experimenting with sentence structure and language choices.</p> <p>Through these texts, children identify the main features of playscripts, newspaper reports and character description reports. Children learn to differentiate between these features and understand when, and how to use these appropriately to suit an audience.</p> | <p>Jack and the Beanstalk (Narrative) I can use similes, alliteration and expanded noun phrases to describe nouns and characters in a story.</p> <p>I can use adjectives in different ways to write an exciting introduction to Jack and the Beanstalk. To include:</p> <ul style="list-style-type: none">• similes• alliteration• hyphens• embedded clauses <p>I can use a range of adventurous sentence starters to write a narrative.</p> <p>I will experiment with sentence structure and punctuation to create suspense To include:</p> <ul style="list-style-type: none">• short, sharp sentences,• exclamation marks• brackets• ellipses <p>I will understand how to create suspense and relief when writing the ending to a story.</p> <p>I can use expanded noun phrases when writing the end of my story.</p> <p>I will make independent decisions about how to structure my story, creating different effects in each paragraph.</p> <p>Playscript I can recognise the main features of a playscript</p> <p>I can use role play to retell a story I know well</p> |
| End of Year Expectations | |
| <p>Spoken Language:</p> <ul style="list-style-type: none">• listen and respond appropriately to their peers• ask relevant questions to extend their understanding and build vocabulary and knowledge• articulate and justify answers, arguments and opinions• give well-structured descriptions and explanations• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <p>Composition:</p> <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• consider what they are going to write before beginning• make simple additions, revisions and corrections to their own writing <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none">• learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) | |



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|---|---|------------|--------------|------------------|---|--------|----------|--------|------------------|------------|---------|-------------|------------|-------------------|---------|--------------|--|
| <p>Learning how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify the present and past tense correctly using some features of written Standard English | <p>I will write a playscript based on a story I know well</p> <p>To include:</p> <ul style="list-style-type: none"> stage directions brackets narrator scenes exclamation / question marks | | | | | | | | | | | | | | | | |
| <p>Vocabulary</p> | | | | | | | | | | | | | | | | | |
| <p><i>Story Language:</i></p> <table> <tr> <td>Traditional tale</td><td>Beginning</td></tr> <tr> <td>Middle</td><td>End</td></tr> <tr> <td>Storyteller</td><td>Retell</td></tr> <tr> <td>Suspense</td><td>Relief</td></tr> </table> <p><i>Sentence Components:</i></p> <table> <tr> <td>Exclamation mark</td><td>Adjectives</td></tr> <tr> <td>Adverbs</td><td>Connectives</td></tr> <tr> <td>Past tense</td><td>Sentence Starters</td></tr> <tr> <td>Similes</td><td>Alliteration</td></tr> </table> | Traditional tale | Beginning | Middle | End | Storyteller | Retell | Suspense | Relief | Exclamation mark | Adjectives | Adverbs | Connectives | Past tense | Sentence Starters | Similes | Alliteration | <p>I will use the features of a playscript to write my own Jack and the Beanstalk play.</p> <p>I will change the beanstalk when writing my own playscript</p> <p>Jim and the Beanstalk (Narrative)</p> <p>I can use adventurous adjectives and interesting sentence starters when writing my own Jim and the Beanstalk story.</p> |
| Traditional tale | Beginning | | | | | | | | | | | | | | | | |
| Middle | End | | | | | | | | | | | | | | | | |
| Storyteller | Retell | | | | | | | | | | | | | | | | |
| Suspense | Relief | | | | | | | | | | | | | | | | |
| Exclamation mark | Adjectives | | | | | | | | | | | | | | | | |
| Adverbs | Connectives | | | | | | | | | | | | | | | | |
| Past tense | Sentence Starters | | | | | | | | | | | | | | | | |
| Similes | Alliteration | | | | | | | | | | | | | | | | |
| <p><i>Playscript Language:</i></p> <table> <tr> <td>Scene</td><td>Characters</td></tr> <tr> <td>Narrator</td><td>Stage directions</td></tr> </table> | Scene | Characters | Narrator | Stage directions | <p>I can use adverbs in different ways to describe how something is happening (double adverbs)</p> | | | | | | | | | | | | |
| Scene | Characters | | | | | | | | | | | | | | | | |
| Narrator | Stage directions | | | | | | | | | | | | | | | | |
| <p><i>News Report Language:</i></p> <table> <tr> <td>First person</td><td>Dialogue</td></tr> <tr> <td>Speech marks</td><td>Captions</td></tr> </table> | First person | Dialogue | Speech marks | Captions | <p>I can use short, sharp sentences and a range of punctuation to create suspense at the end of a story</p> | | | | | | | | | | | | |
| First person | Dialogue | | | | | | | | | | | | | | | | |
| Speech marks | Captions | | | | | | | | | | | | | | | | |
| <p><i>Character Description Language:</i></p> <table> <tr> <td>Personality</td><td>Appearance</td></tr> <tr> <td>Compare</td><td>Describe</td></tr> </table> | Personality | Appearance | Compare | Describe | <ul style="list-style-type: none"> rhetorical questions exclamation marks careful verb choices adverbs, double adverbs interesting sentence starters | | | | | | | | | | | | |
| Personality | Appearance | | | | | | | | | | | | | | | | |
| Compare | Describe | | | | | | | | | | | | | | | | |
| | <p>I can change parts of a story when writing my own Jim and the Beanstalk story</p> | | | | | | | | | | | | | | | | |
| | <p>News Report</p> <p>I can recognise the main features of a newspaper report.</p> | | | | | | | | | | | | | | | | |
| | <p>I can plan my own newspaper report.</p> | | | | | | | | | | | | | | | | |
| | <p>I can write a news report, written in the first person, based on Jim and the Beanstalk</p> | | | | | | | | | | | | | | | | |
| | <p>To include:</p> <ul style="list-style-type: none"> headlines speech marks | | | | | | | | | | | | | | | | |



I can use questions and question marks in my writing

I can edit my work and make suggestions for improvements.

Character Description Report (The Giant and The Ogre)

I can talk about and describe a character's personality and appearance.

I will compare two different characters, discussing their similarities and differences.

I can use a planning format to develop my ideas.

I can write a character description report to compare the giant and the ogre

To include:

- an introduction
- subheadings
- comparative sentence starters
- connectives
- questions
- exclamation marks

I can use references from the text to strengthen my argument.

I can give my opinion within my writing.



Year 2, Term 2B

| Short Stories & Poetry | |
|---|--|
| Programme of study | Learning Intentions |
| <p>This unit explores the use of characterisation and setting in short stories. Children comment on the appearance and personality traits of main characters and justify their ideas through referencing the text. They will develop their experience of descriptive language, when writing their own versions of popular short stories, and become familiar with the role of a hook and cliffhanger ending to create effect.</p> <p>Children learn how to adapt their tone when writing for different purposes, using this alongside adventurous vocabulary choices when writing a diary entry and a letter</p> <p>This unit also explores poetry, looking at the use of structure, punctuation and language. Children will be exposed to and write their own interpretations of a variety of poetry forms.</p> | <p>Poetry</p> <p>Alliteration I can recognise the features of different poems I can say what I like about different poems I will use alliteration to write my own animal poem</p> <p>Haiku I can identify the features of a Haiku poem I can identify the number of syllables in a sentence I can plan and write my own animal haiku</p> <p>Kenning I can use expanded noun phrases to describe different animals I can identify the main features of a Kenning poem I can plan and write my own Animal Kenning</p> |
| End of Year Expectations | |
| <p>Spoken Language:</p> <ul style="list-style-type: none">• listen and respond appropriately to their peers• ask relevant questions to extend their understanding and build vocabulary and knowledge• give well-structured descriptions and explanations• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <p>Composition:</p> <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing poetry• writing for different purposes• consider what they are going to write before beginning• make simple additions, revisions and corrections to their own writing• 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>Rhyming Poems I can identify and develop rhyming pairs I can use correct punctuation when writing a rhyming poem I will plan my own Vehicle Rhyming Poem To include:</p> <ul style="list-style-type: none">• rhyming pairs• commas• semi-colons <p>I can discuss and edit my work to make improvements I am able to share my work with others, using a strong, clear voice</p> <p>The Tiger Who Came to Tea (Narrative) I can use personification to describe nouns</p> <p>I can develop expanded noun phrases when describing characters</p> |



Vocabulary, grammar and punctuation:

- learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks)

Learning how to use:

- expanded noun phrases to describe and specify
- the present and past tense correctly
- using some features of written Standard English
- the present and past tense correctly and consistently including the progressive form

Vocabulary

Short Stories:

| | |
|--------------|-------------|
| Descriptions | Verbs |
| Retell | Story plan |
| Surprise | Tradition |
| Moral | Message |
| Hook | Cliffhanger |

Sentence Components:

| | |
|-----------------|-----------------------|
| Verbs | Alliteration |
| Connectives | Adjectives |
| Personification | Expanded noun phrases |

Letter:

| | |
|-----------|--------------|
| Address | Commands |
| Questions | First person |

Diary Entry:

| | |
|------------|--------------|
| Past tense | Tone |
| Colloquial | First person |

Poetry:

| | |
|---------------|--------------|
| List poems | Stanza |
| Verse | Line |
| Punctuation | Alliteration |
| Kenning | Haiku |
| Rhyming pairs | |

I can plan and write an exciting hook when writing the introduction to a story

To include:

- short, sharp sentences
- exclamations
- exclamation marks
- alliteration
- dialogue / speech marks
- expanded noun phrases
- personification

I can discuss the effect created by a cliffhanger ending

I can plan and write my own cliffhanger ending

The Tiger Who Came to Tea (Letter)

I will know and be able to use the main features of a letter

I can write in the first person

I can write an angry letter to the tiger, based on a story I know well

To include:

- exclamations
- exclamation marks
- questions / marks
- statements
- commands

Little Lumpty (Narrative)

I can develop my own personification, similes and expanded noun phrases to describe characters and nouns in a story

I can plan my own Little Lumpty story, changing the wall

I can use a hook to give the reader clues about my own Little Lumpty story

I can plan and write my own cliffhanger ending



Little Lumpty (Diary Entry)

I will know the features of a diary entry

I will plan a diary entry based on a story I know well

I can write a diary entry in the first person

I can use rhetorical questions and exclamation sentences in my diary entry

Princess Smartypants (Diary Entry)

I can change verbs into the past tense

I can follow a planning sheet, using paragraphs appropriately

I can identify the tone and language style used in a diary entry

I can write a diary entry as Princess Smartypants

To include:

- colloquial phrases
- exclamations
- statements
- questions
- brackets
- verbs in the past tense
- interesting sentence starters



Year 2, Term 3A

| SATs Preparation | |
|--|---|
| Programme of study | Learning Intentions |
| <p>This unit further develops and consolidates children's grasp and use of a range of sentence level components. They will also learn to write appropriately for the reader, presenting different forms of writing accurately and appropriately. Children learn to distinguish between the features of persuasive writing, report writing and character description writing.</p> | <p>Where the Wild Things Are I will plan a postcard from Max (Where the wild things are) to persuade his friend to visit.</p> <p>I will follow a plan to write a letter using persuasive phrases.</p> <p>Formal Complaint Letter (Walk to the Ditch) I will know how to plan a formal complaint letter.</p> |
| End of Year Expectations | |
| <p>Pupils should be taught to:</p> <p><i>Spoken Language:</i></p> <ul style="list-style-type: none"> listen and respond appropriately to their peers ask relevant questions to extend their understanding and build vocabulary and knowledge give well-structured descriptions and explanations maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <p><i>Composition:</i></p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes consider what they are going to write before beginning make simple additions, revisions and corrections to their own writing 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><i>Vocabulary, grammar and punctuation:</i></p> <ul style="list-style-type: none"> learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) <p>Learning how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify the present and past tense correctly using some features of written Standard English the present and past tense correctly and consistently including the progressive form | <p>I will recognise and be able to use the features of a formal letter.</p> <p>I will use a formal tone when writing my letter.</p> <p>I can use command and exclamation phrases in my writing.</p> <p>Writing an Invitation (Cinderella) I will plan an invitation for Cinderella's wedding to Prince Charming.</p> <p>I will write an invitation using persuasive phrases.</p> <p>I will understand the role sarcasm can play in a piece of writing and use this in my invitation letter.</p> <p>Discursive Report (Not Now Bernard) I will use discursive phrases when writing a report giving reasons for and against the Monster having a new friend.</p> <p>I will use top tips to develop the tone of my writing.</p> <p>I can use evidence from the text to write a balanced argument.</p> <p>(Pigs & Goats) I will use discursive phrases when writing a report giving reasons for and against having pigs and goats in our school farm</p> |



| Vocabulary | Report Writing |
|--|---|
| Formal Letter: Survey Subject-specific vocabulary Tone Past tense | (Daytime) I will plan a report about the daytime. I will follow my plan to write a report about the daytime. I will use subject-specific vocabulary in my writing. |
| Invitation: Persuade Detail Causal phrases Sarcasm | (George & the Dragon) I will plan a character description report. I will follow my plan to write my character description report about the Dragon. |
| Character description: Appearance Personality Adjectives Connectives Similes Alliteration | (Night time) I will remember the features of a report when planning my report about the night time. I will follow my plan to write a report about the night time. I will use subject-specific vocabulary in my writing. |
| Report Writing: Sub-headings Specific vocabulary | (Tiger who came to tea) I will plan a character description report. I will follow my plan to write my character description report about the tiger. |



Year 2, Term 3B

| Narrative Forms & Traditional Poems | |
|--|---|
| Programme of study | Learning Intentions |
| In this unit, children are introduced to different forms of narrative writing, to include tragedy and suspense writing. They will use the features of these styles, alongside narrative styles they are familiar with, to plan their own stories, based on a single picture. Children will become more adept at using a hook and cliffhanger to create different effects. They will also be exposed to and learn to recite some traditional poems. | <p>Play Script (Handa's Surprise) I can recognise the features of a play script.</p> <p>I can retell a story by writing a play script.</p> <p>I will use stage directions within my writing.</p> <p>First Person Story I will plan a story based on my interpretation of an emotive drawing.</p> |
| End of Year Expectations | |
| <p>Pupils should be taught to:</p> <p><i>Spoken Language:</i></p> <ul style="list-style-type: none"> listen and respond appropriately to their peers ask relevant questions to extend their understanding and build vocabulary and knowledge give well-structured descriptions and explanations maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <p><i>Composition:</i></p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes consider what they are going to write before beginning make simple additions, revisions and corrections to their own writing 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><i>Vocabulary, grammar and punctuation:</i></p> <ul style="list-style-type: none"> learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) <p>Learning how to use:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify the present and past tense correctly using some features of written Standard English the present and past tense correctly and | <p>I can discuss the features of different narrative genres.</p> <p>I will plan for a hook and a cliffhanger ending.</p> <p>I can write a story in the first person.</p> <p>I will experiment with sentence structure and different sentence types to create different effects.</p> <p>Tragedy Story I will plan a story based on my interpretation of an emotive drawing.</p> <p>I will know the features of a tragedy and be able to discuss the features of tragedies I already know.</p> <p>I can use a hook to develop my tragedy story.</p> <p>I will use characterisation in my writing.</p> <p>Poetry Unit I can write an acrostic poem about the four seasons, using careful vocabulary choices.</p> <p>I will write a 5-line poem about somebody I know.</p> <p>I can use rhyming pairs in my poem.</p> <p>I can use personification to write a poem about the weather.</p> |



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|--|--|
| consistently including the progressive form | |
| Vocabulary | |
| <i>Different forms of Narrative:</i> Emotion Style Effect Hook Cliffhanger Tragedy Suspense Characterisation | |
| <i>Poetry</i> Acrostic Personification Rhyming Pairs Traditional | |