

Year group	2			
Term	Summer 1		Summer 2	
Genre	Retelling and adapting a story	Non-chronological report	Diaries	Poetry
Text	The Proudest Blue	Flanimals	Little Red Riding Hood from the perspective of the Big Bad Wolf	If I Had Wings
Audience and Purpose		To inform people who have never heard of them before. Sahre with Year 1.	Comedy focus.	
Links to previous year groups and current topic	Builds on previous work and introduces innovation and independence stages- Talk 4 Writing.	Builds on non-chronological report unit in Year 1	Builds on previous diary work. Builds on Little Red Riding Hood work in Year 1.	Build on poetry from last year.
Grammar, punctuation and composition.	<ul style="list-style-type: none"> <li>-Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>-Demarcate sentences with capital letters and full stops</li> <li>-Use spacing between words that reflects the size of the letters</li> <li>-Spell Y2 common exception words</li> <li>-Use past tense correctly and consistently</li> <li>-Use subordination (e.g. When / if / that / because) to join clauses</li> <li>-Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> <li>-Use apostrophes for contractions and singular possession</li> </ul> <p><i>- Similes to enhance and embellish description by creating an analogy.</i></p>	<ul style="list-style-type: none"> <li>-Demarcate sentences with capital letters and full stops</li> <li>-Use spacing between words that reflects the size of the letters</li> <li>-Spell Y2 common exception words</li> <li>-Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>-Use present tense correctly and consistently</li> <li>-Use question marks correctly when required</li> <li>-Use exclamation marks correctly when required</li> <li>-Use subordination (e.g. When / if / that / because) to join clauses</li> <li>-Use apostrophes for contractions and singular possession</li> <li>-Use the punctuation taught at key stage 1 mostly correctly (commas in a list)</li> </ul>	<ul style="list-style-type: none"> <li>-Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>-Demarcate sentences with capital letters and full stops</li> <li>-Use spacing between words that reflects the size of the letters</li> <li>-Spell Y2 common exception words</li> <li>- Use past tense correctly and consistently</li> <li>-Use question marks correctly when required</li> <li>-Use exclamation marks correctly when required</li> <li>-Use subordination (e.g. When / if / that / because) to join clauses</li> <li>-Use apostrophes for contractions and singular possession</li> <li>-Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> <li>- Subordinating conjunction 'as' to describe simultaneous actions.</li> </ul>	<ul style="list-style-type: none"> <li>-Use spacing between words that reflects the size of the letters</li> <li>-Spell Y2 common exception words</li> <li>- Use past tense correctly and consistently</li> <li>-Use question marks correctly when required</li> <li>-Use exclamation marks correctly when required</li> <li>-Use subordination (e.g. When / if / that / because) to join clauses</li> <li>-Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> </ul>

	<p>- <b>Repeated use of questions</b> to create intrigue, tension and suspense.</p> <p>- A range of ways to say <b>'said'</b> to convey information about a character, their mood or feeling.</p> <p>- <b>Subordinating conjunction 'as'</b> to describe simultaneous actions.</p> <p>- <b>Short sentences</b> to open to create immediacy/drama and engage the reader.</p> <p>- <b>Adverbs of manner</b> to set the tone/mood of the sentence.</p> <p>- A varied <b>range of time/place adverbials</b> to move action forward and create a sequence of linked events.</p>	<p>-Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>- <b>Similes</b> to enhance and embellish description by creating an analogy.</p> <p>- <b>Subordinating conjunction 'as'</b> to describe simultaneous actions.</p> <p>- A varied <b>range of time/place adverbials</b> to create a sequence of linked events.</p>	<p>- <b>Adverbs of manner</b> to set the tone/mood of the sentence.</p> <p>- A varied <b>range of time/place adverbials</b> to move action forward and create a sequence of linked events.</p>	
Handwriting	<ul style="list-style-type: none"> <li>• Consolidate Y2 Spring learning.</li> <li>• Focus on ensuring cursive joined letters are correct relative size to each other</li> <li>• Ensure ascenders and descenders are the correct length</li> <li>• Consolidate correct positioning, sizing, orientation and starting and finishing points for apostrophes and commas.</li> </ul>			
Spelling	See Read Write Inc. plan			