



Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Aut 1 - Stories with Familiar Settings/Information Texts Aut 2 – Poetry/Recounts/Modern Fiction	2	Autumn	14 weeks
<b>Autumn 1</b>				
<p><b>NC skills explored linked to topic.</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books, poems and other works</li> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul>				
<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>		
<b>2 weeks</b>	<b>Troll Swap</b> Pathways to write.	<b>Overview</b> Story with a character focus.		

	<p><b>(Narrative)</b></p> <p><b>Purpose – To entertain.</b></p>	<p><b>Writing outcome:</b> To write a story based upon the model text using the pupils’ ideas for characters.</p> <p><b>Greater depth writing outcome:</b> To write a story about any two contrasting characters who swap places.</p>
<p><b>RWI Spelling linked to unit.</b></p> <ul style="list-style-type: none"> <li>The soft /or/ sound spelt /a/ before /l/ and /ll/ Soft /c/ Red words</li> </ul>	<p><b>NC vocabulary linked to unit.</b> Would, every, who, both, most, parents, because.</p>	<p><b>Ambitious Vocabulary linked to unit.</b> Mucky, squelchy, polite, loopy, first-class, dull, caves, foghorn, creature, heebie-jeebies.</p>
<p><b>Cycle 1, Week 1</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b> Read the letter and look at the Deely Boppers. Share any new vocabulary that you encounter and explore it. Make predictions about Timothy’s character, use the cover of the book to make further predictions.</p> <p><b>Skill: To use expanded noun phrases (Session 2)</b> Look at the image of Timothy’s house asking pupils to repeat the noun phrase activity for what they can see e.g. green, comfy chair; spotty lampshade on the ceiling; a pile of pink biscuits; small boots in the corner; tidy cave; two framed pictures on the wall. Write a description of Timothy.</p> <p><b>Skill: To use the conjunction ‘and’ (Session 3)</b> Write lists about how to be a good troll.</p> <p><b>Skill: To use expand noun phrases (Session 4)</b> Pupils write a description of their own troll. e.g. This is Toby Trumpet and he is not like other trolls. Toby is the smallest troll you will ever meet. He has two long, green, pointy teeth</p> <p><b>Skill: To use expanded noun phrases (Session 5).</b> Write a description of Tabitha.</p> <p><b>Skill: To use subordination ‘because’ (Session 6)</b> Model write a letter to Grandma from Tabitha’s parents talking about how she makes them feel and describing her behaviour using the noun phrases from the previous activity. Within this, model the use of because to help explain their feelings and continue using and to</p>	
<p><b>Cycle 1, Week 2.</b></p>		

coordinate. e.g. Dear Mum, I am writing to you because I don't know what to do about Tabitha.

**Viper reading focus (Build vocabulary and make inferences) (Session 7)**

Explore unfamiliar vocabulary. Pupils write up their ideas of what the characters could be thinking and saying about each other. e.g. I don't think he's a troll because trolls are dirty, smelly things and like to scare people all the time. He looks nice and kind like a little girl should be.

**Skill: To use expanded noun phrases (Session 10)**

To design two contrasting characters to use in their own story. Remember, to add noun phrases to the template.

**Skill: To plan a story (Session 11/12)**

Refer back to the images from the story which have built up throughout the reading of the book. Prompt pupils by asking them to talk about the key events in the story. Which part did they like the best? Who was their favourite character? Would they like to swap places with anyone for the day?

**Skill: To write a story (Session 13/14)**

Pupils to write their own version of Troll Swap based on their plans and ideas.

**Skill: To edit and improve (Session 15)**

Reflect on independent writing and all the key skills taught within the in the unit...

Have they:

- Written expanded noun phrases to describe and specify?
- Can they use punctuation correctly – full stops, capital letters?
- Are they using subordination(because) and coordination (and)?

**NC skills explored linked to topic.**

**Spoken Language**

- Talking about the text they are reading.
- Take part and listen in conversations.

**Reading comprehension**

- Connect and explore the central theme of family relationships in Sister for Sale by drawing links between texts.
- Explore character's feelings throughout Cottonwool Colin and Sister for Sale, and how they reflect character development.

- Look at how thoughts and dialogue are used to show characters' feelings.

### Writing Composition

- Write a story about friendship.
- Include an opening, a build-up and a resolution.
- Use dialogue to show what the characters are feeling.
- Include ideas about friendship set in school.

### Grammar

- Use capital letters and the beginning of a sentence, and for names of things or places.
- Punctuate direct speech.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p><b>Horrid Henrys Perfect Day</b></p> <p><b>Resources</b> - Collins Primary Literacy. Pg 28-35 <b>Teacher Guide.</b></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview of unit</b> A story based in a familiar setting - a school, with a number of contrasting characters.</p> <p><b>Writing Outcome</b> To write a version of the story changing character and setting.</p> <p><b>Greater Depth Writing Outcome</b> To write from the perspective of another character such as the teacher.</p>	
<p><b>RWI Spellings linked to topic.</b></p> <ul style="list-style-type: none"> <li>• Adding the suffix –y (1)</li> <li>• Adding the suffix –y (2)</li> </ul> <p>Homophones</p>		<p><b>NC vocabulary linked to unit.</b></p> <p>Would, every, who, both, most, parents, because, everybody, improve, child, most, told, would, children, break, Father, Mrs.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Horrid, despaired, squabble, whine flicked, argumentative, negative, irritating, rude, enemy, glare, grouch, reluctant, furious.</p>
Cycle 1 Week 3	<p><b>Viper reading focus (Build vocabulary and predict)</b> Explore unfamiliar vocabulary can we think of words that mean the same (Synonyms). Discuss what we know about characters already, what do we think will happen in this text? Based on the title.</p> <p><b>Skill: To use expanded noun phrases to describe and specify.</b> Explore familiar settings in the story. Choose a setting to describe.</p> <p><b>Skill: To use expanded noun phrases to describe and specify.</b></p>		

**Cycle 1, Week 4.**

Explore characters in the story. Choose a character to describe.

**Skill: Use coordination 'and' and 'but'.**

Using knowledge from yesterday carry out a character comparison. Horrid Henry in relation to Perfect Peter. Think of synonyms for Horrid and Perfect. Exploring Vocabulary.

**Skill: Use past and present tense verbs correctly.**

How does Henry's behaviour make others feel? What type of things has he done to upset people. Write a short report from the teacher applying verbs correctly.

**Viper reading focus (Build vocabulary and retrieve)**

Explore and develop vocabulary by looking at how words in sentences from the story could be substituted for new words. What words are missing? Retrieve information about the text.

**Skill: To ask and answer questions**

To hot seat a character from the story. Send the down conscience alley. What do you want to ask this character and how will they respond? Summarise what the character said and your thoughts on him/her after the session.

**Skill: To plan a story.**

To plan a version of the story changing character and setting. Focus on the three part story and use proforma's from Twinkl or Pathways. May also use a story board.

**Skill: To write a story.**

To plan a version of the story changing character and setting. Focus on the three-part story and use proforma or storyboard from yesterday to write the story ensuring it has a beginning middle and end.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Written expanded noun phrases to describe and specify?
- Can they use punctuation correctly – full stops, capital letters?
- Do they have a clear beginning, middle and end?
- Are they using tense correctly?

## NC skills explored linked to topic.

### Spoken Language

#### Reading comprehension

- Think about why we read explanatory texts.
- Notice how explanatory texts are structures to make information clear, using key features such as introduction, technical language and questions.
- Identify how adverbs of time are used to order information and how this helps the reader to follow the text.
- Understand why glossaries are useful and learn to organise information alphabetically.

#### Writing Composition

- To write an explanation of a frog's life cycle
- Give information about the key stages of a frog's life.
- Uses technical language to give the read information about frogs.

#### Grammar

- Includes conjunctions to link ideas in the same sentence.
- Includes adverbs of time to structure the text clearly.

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<b>Hatched from an Egg</b>  Collins Literacy and Language Unit 1. <b>Pg 60-65. Teacher Guide.</b>  Non-fiction  Explanation text  <b>Purpose</b> -To inform.	<b>Overview</b> Parents and their Young –children explore how families in the animal world are different to families in the human world, beginning with information about how baby animals are cared for, and then looking at the life cycles of frogs and Sea Turtles.  <b>Writing outcome:</b> To write their own explanation of a life cycle.  <b>Greater Depth Writing Outcome:</b> To write tier own explanation of a lifecycle in more detail using technical vocabulary linked to topic.
<b>RWI spellings linked to topic.</b>  Adding the suffix –ly The /n/ sound spelt /kn/ and /gn/	<b>NC vocabulary linked to unit.</b> Grass, find, wild, after, could, would, last,	<b>Ambitious Vocabulary linked to unit.</b>

	because, climb, only, move, should, whole, water,	Tadpole, froglet, frog, frogspawn, hatchling, juvenile, adult, ocean, beach, lifecycle, insects, thorax, abdomen, chrysalis, metamorphosis.
<p><b>Cycle 1, Week 5</b></p>	<p><b>Viper reading focus (Build vocabulary and sequence)</b>  Explore unfamiliar vocabulary can we think about glossaries in Non-Fiction texts. How are they used can we create a glossary with our newfound vocabulary? Thinking about alphabetical order and the importance of this. Can we use dictionaries to find the meaning of words.</p> <p><b>Skill: To ask and answer questions.</b>  Share pictures with the children from the chosen lifecycle. What questions do they have about what they can see? What do they want to know? What order do they think the pictures belong? What is happening in each picture? Ask the children to write a series of questions. Share the lifecycle with the children. Can they answer their questions and write a few sentences to summarise.</p> <p><b>Skill: To organise information</b>  Referring to the cycle we looked at yesterday can we order pictures in the flow diagram, read information and match it to the correct picture. Look at the features of the flow diagram. What would happen if the arrows were facing the other way. Explain that flow diagrams can be used to present explanations. Look at other key features such as Headings, questions and tense.</p> <p><b>Skill: To use conjunctions of time</b>  Today we are going to look at a different lifecycle. Read the captions only without pictures. Let's look at time conjunctions and how they could fit into our cycle to make the process easier to order.</p> <p><b>Skill: To use a range of conjunctions</b>  Look at other conjunctions 'and', 'so', 'but' and 'when'. Explain that these conjunctions help us to understand why things happen. Find them in the text. The butterfly lays its eggs on the plant <b>so</b> that the caterpillar can eat the leaves'. Look at some captions with these conjunctions missing, can the children replace the missing conjunctions to ensure the text makes sense and to help us to understand why things happen.</p>	
<p><b>Cycle 1, Week 6.</b></p>		

**Viper reading focus (Build vocabulary and retrieve)**

Think about the lifecycle children are going to write and review for their end piece. Complete a comprehension based on this cycle so that children have a deep understanding of the cycle. Unpick the vocabulary and use dictionaries where needed.

**Skill: To use present tense**

Look at past and present tense. Organise words linked to a specific lifecycle are they past or present tense words. Explain that explanations are usually in the present tense. Look at the effects of this. Change words in lifecycle statements from past to present.

**Skill: To plan a lifecycle**

What heading will you choose, how many steps will it have in your cycle, what time conjunctions will you use, what conjunctions will you use to help you to explain. What pictures will you need. What question will you answer. What key/technical vocabulary will be required? Eg: How does a snake shed its skin? Use a proforma to plan step. Think about the importance of the order.

**Skill: To plan a lifecycle**

Provide children with a flow chart or proforma to organise their cycle. Encourage them to use all the features from yesterday and write their explanation.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Sequenced events?
- Used conjunctions of time?
- Used casual conjunctions to explain?
- Used present tense?
- Included a heading and an opening statement or a question to answer?

**NC skills explored linked to unit.****Spoken Language**

- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.



- Participate in discussions, presentations, performances, role-play, improvisations and debates;
- Select and use appropriate registers for effective communication.

### Reading comprehension

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions.

### Writing composition

- Plan or say out loud what they are going to write about;
- Write down ideas and/or key words, including new vocabulary.
- Write narratives about personal experiences and those of others (real and fictional).
- Write for different purposes (a short book review);
- Encapsulate what they want to say, sentence by sentence;
- Re-read to check that their writing makes sense...;
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### Grammar

- learn how to use the present and past tenses correctly and consistently, including the progressive form.
- Learn how to use the grammar for Year 2 in English Appendix 2;
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (verb, tense, past, present).

Duration	Resource, Genre and purpose	Learning intentions.
2 Weeks	<p><b>Not Now Bernard.</b></p> <p>Hamilton Trust Year 2 Fiction 2 Stories in Familiar Settings</p> <p><a href="#">Imaginary Creatures   The Sand Horse   Year 2 English Planning   Hamilton Trust (hamilton-trust.org.uk)</a></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview</b></p> <p>Explore familiar settings through Not Now Bernard. Children generate ideas and plan a story about an animal that lives in their house under the stairs.</p> <p><b>Writing Outcome</b></p> <p>Write their own story about a monster that lives under the stairs.</p> <p><b>Greater Depth Outcome</b></p> <p>As above but to write from the point of view of the monster.</p>

<p><b>RWI spelling patterns linked to unit.</b> The /igh/ sound spelt /y/ Adding the suffix –ing (1)</p>	<p><b>NC vocabulary linked to unit.</b> Would, every, who, both, most, parents, because. Father, would, told, everybody.</p>	<p><b>Ambitious Vocabulary linked to unit.</b> Fearsome, ferocious, unfriendly, aggressive, terrifying, friendly, smiley, excitable, interesting, social, cute, adorable.</p>
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<p><b>Cycle 1, Week 7</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve) (Unit 1, Day 1)</b> Explore missing vocabulary and retrieve information from the story. Echo read short version together.</p> <p><b>Skill: To use expanded noun phrases (Unit 1, Day 2)</b> Create a creature of their own using the template given. Add as much detail as possible. Use the proforma from the resources. Remind children that adjectives describe a noun. <b>(Powerpoint)</b></p> <p><b>Skill: To use correct punctuation. (Unit 1, Day 3)</b> Focus on the limited dialogue between Bernard and his family. Discuss how this might be said. EG: Not Now Bernard! Create a simple dialogue between two characters using speech bubbles. Children may create repeated phrases or exclamations sentences for their dialogue. Capital letters for the names. – Bernard.</p> <p><b>Skill: To use adverbs ending in the suffix ‘ly’. (Unit 2, day 3)</b> Thinking about Bernard’s monster let’s think about the adjectives we would use to describe him. <b>Fierce, terrifying, grumpy, monstrous.</b> How could we use adverbs to tell us a little more about him. To make the description more interesting. Bernard’s monster is extremely fierce. He is utterly monstrous and terribly grumpy. Encourage children to do the same for their own monster creations. <b>(PowerPoint)</b></p> <p><b>Skill: To identify past and present tense verbs. (Unit 4)</b> Look at the short Not Now Bernard text used in Vipers Session. (Unit 1 resource). Can the children change verbs from present to past and use the sentences in context. Write a short diary extract of Bernard’s Day for application element. See Grid in Resource 4 and use Powerpoint Unit 4 for delivery. Today Dad hammered his finger.</p>
<p><b>Cycle 2, Week 8.</b></p>	

Mum watered the plants.  
The monster roared.  
Mum painted the wall.

**Viper reading focus (Build vocabulary and sequence) (Unit 1, Day 1)**

Explore and replace vocabulary in the book for more ambitious vocabulary. Sequence events from the story of Not Now Bernard. To help children to remember the correct order of the story. This will help them when they come to write their own version.

**Skill: To identify and use different sentence types**

Think about the story of Not Now Bernard. What sentence types can we spot. Exclamation sentences and statements. Can we punctuate these correctly and think about some that we could use in our own story. Can you spot any commands in the story?

**Skill: To plan a story.**

Think about the Not Now Bernard story and plan a sequence of events with the monster you designed.

**Skill: To write a story.**

Think about the Not Now Bernard story and write the story containing the monster you designed. What is the name of the boy in your story? Not Now Malcolm? Not Now Shelly?

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Written expanded noun phrases to describe and specify?
- Can they use punctuation correctly – full stops, capital letters?
- Do they have a clear sequence?
- Are they using tense correctly?
- Are they using a range of sentence types?

Autumn 2

**NC Skills linked to unit.**

**Spoken language:**

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations

**Reading comprehension:**

- Discuss the sequence of events in books and how items of information are related
- Read non-fiction books that are structured in different ways
- Draw on what is already known or on background information and vocabulary provided by the teacher
- Make inferences on the basis of what is being said and done
- Answer and ask questions
- Participate in discussion about books, poems and other works
- Explain and discuss their understanding of books, poems and other material.

**Writing composition:**

- Write for different purposes.
- Make simple additions, revisions and corrections (greater depth only).
- Evaluate writing with the teacher and other pupils.
- Proof-read to check for errors in spelling, grammar and punctuation.
- Read aloud with intonation.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p><b>The Owl who was Afraid of the Dark.</b></p> <p><b>Resource:</b> Pathways to Write</p> <p><b>Purpose – To Inform</b></p>	<p><b>Overview</b> A story all about Plop the Owl who eagerly awaits his mother’s return.</p> <p><b>Writing outcome:</b> To write a fact sheet about owls using information gathered from the text.</p> <p><b>Greater depth writing outcome:</b> To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>	
<p><b>RWI spellings patterns linked to unit.</b></p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Adding the suffix –ing (2)</li> </ul> <p>The /j/ sound</p>		<p><b>NC vocabulary linked to unit.</b></p> <p>Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>Nocturnal, diurnal, skilful, elegant, wise, prey, hunt, talons, hoot, owlet, wingspan.</p>
<p><b>Cycle 1, Week 9.</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b> Look at a picture of an owl with labels and explore the technical vocabulary. Nocturnal, talons etc. Look at the front cover of Owl Babies a familiar text how is this text going to be different. Make predictions based on what can be seen. Read the blurbs of both books to enable children to make further predictions.</p>		

**Cycle 2, week 10.**

**Skill: To punctuate sentences correctly. (Session 1)**

Gather all the information you know about owls and add it to the KWL grid. Then use the information to write a short description.

**Skill: Use commas in a list (Session 2)**

Focus on the image of Plop (from the front cover) and add some adjectives for each part of his body. Model taking pupils' ideas and using them to list adjectives for each part of Plop's body within a sentence. Show the use of the comma to separate the adjectives in your list. e.g. Plop has a wide, gentle and friendly face. His eyes are sparkly, shining and bright.

**Skill: Add 'ly' to turn adjectives into adverbs (Session 3/4/5)**

Pupils to use adjectives in sentences to describe Plop's journey from the tree branch to the ground. e.g. Plop looked down sadly because he was scared to leave the branch. He carefully stood on the edge and jumped off. He spread his wings gracefully and silently soared over the fields below.

**Skill: Use coordination 'but' and 'or' (Session 7)**

Give groups some and, but and or cards from the resources and time to investigate which conjunction could come at the end of the sentences. Take some suggestion from the pupils with a focus on using but. Remember to model dropping the full stop when adding a co-ordinating conjunction between two sentences. e.g. Most birds are noisy when they fly but owls fly silently. Owls are good hunters and their prey can't hear them coming.

**Viper reading focus (Build vocabulary and explain) (Session 6)**

Explore further Vocabulary. In the video of owl facts <https://www.youtube.com/watch?v=m0XgSrdYQRY>. After the first watch, talk about some of the new vocabulary which can be added to the working wall e.g. nestlings, regurgitate, plumage, species, continent. Explain the meaning of these words using a dictionary if necessary.

**Skill: Add 'ly' to turn adjectives into adverbs (Session 9)**

Using the ideas generated, model write in role as Plop a description of the scene. Pick out application of the mastery skills during the writing process. e.g. Sitting carefully on the edge of the rooftops I was slightly scared but I was also excited. I could hear dogs barking loudly, people playing music in houses up and down the streets and other owls screeching noisily from far away.

**Skill: To plan a non-chronological report. (Session 11/12)**

Use the template to organise and collect information.

**Skill: To write a non-chronological report. (Session 13/14)**

Use the template from previous session as well as the KWL grid and the vocabulary from Vipers sessions to write a report. Write their own 'All about Owls' factfile.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Have they used co-ordination (but, or)?
- Can they add -ly to turn adjectives into adverbs?
- Are they using commas to separate items in a list?
- Do they have appropriate headings?
- Has technical vocabulary been used?

**NC skills explored in this unit****Spoken Language**

- Participate in discussions, presentations, performances, role play, improvisations and debates;
- select and use appropriate registers for effective communication.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

**Reading comprehension**

- Listen to, discuss and express views about a wide range of...classic poetry... at a level beyond that at which they can read independently; discuss their favourite words and phrases;
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
- Discuss the sequence of events in books and how items of information are related

**Writing composition**

- Write down ideas and/or key words, including new vocabulary
- Plan or say out loud what they are going to write about;
- Write down ideas and/or key words, including new vocabulary
- Form lower-case letters of the correct size relative to one another;
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;
- Use spacing between words that reflects the size of the letters.

<b>Grammar</b>		
<ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use and understand the grammatical terminology in Appendix 2</li> </ul>		
<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>
2 weeks	<p><b>Poems by Edward Lear</b> Hamilton Unit</p> <p><a href="#">Classic Poems: Poetry by Edward Lear   Year 2 English   Hamilton Trust (hamilton-trust.org.uk)</a></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview</b> Look at poems by Edward Lear, the Owl and the Pussy Cat.</p> <p><b>Writing outcome:</b> To write a new version of the poem changing one creature.</p> <p><b>Greater Depth Writing Outcome</b> To write a new version of the poem changing both characters.</p>
<p><b>RWI spelling patterns explored in this unit.</b></p> <p>The /o/ sound spelt /a/ after /w/ and /qu/ Adding the suffix –ed (1)</p>	<p><b>NC vocabulary linked to unit.</b></p> <p>Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>Rhyme, rhythm, free verse, alliteration, onomatopoeia, similes, comparisons, stanza.</p>
<b>Cycle 1, week 11</b>	<p><b>Viper reading focus (Build vocabulary and Explain) (Unit 1, Day 1)</b> Introduce the poet Edward Lear and Echo read The Owl and the Pussycat. Create a vocabulary list with definitions.</p> <p><b>Skill: To read for understanding (Unit 1, Day 2)</b> Point to the first card and explain that you now want to <u>summarise</u> the details on it. Check that chn understand ‘summarise’ – to provide the same information but in fewer words, so that it is quicker and easier to read.</p> <p><b>Skill: To identify rhyming words (Rhyme Resource)</b> Complete rhyming word exercise, can you think of words that rhyme with these words (Rhyme Resource). Children to identify the rhyming words in the poem.</p> <p><b>Skill: To identify adjectives used in the poem (Unit 2, Day 1)</b> Remind the children what these are and find them in poem. Sort them into two categories. Look at the verse linked to the Bong Tree. What might this look like? Write short description of the Bong tree.</p>	

**Cycle 2, week 12.**

**Skill: To create noun phrases. (Unit 4, Day 2)**

Children to use **Owl's Moonlit Head Noun Hunt** to identify head nouns in a phrase and then create own noun phrases (concentrating on adding adjectives).

**Viper reading focus (Build vocabulary and Explain) (Poetry Features Resource)**

To look a feature of different poems. Can the children spot and label the features in the Owl and the Pussycat? Look at different terminology and vocabulary and the meaning of these features.

**Skill: To perform a poem**

Children to perform their favourite verse from the owl and the pussy cat to a friend they can then perform to the class. Create a video of performance poetry and create a QR code for books.

**Skill: To plan a poem**

Focus on the first verse and plan a new version thinking about different animals and rhyming words. (See editable Resource)

**Skill: To write a poem**

Focus on the first verse and write a new version thinking about different animals and rhyming words. (proforma), Children can then write it up for display and into books, demonstrating that they can start a new line etc when needed etc.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Started a new line with a capital letter?
- Ended lines end with a full stop or comma?
- Included a title?
- Organised text in a stanza?

**NC skills explored in this topic.**

**Spoken Language**

- 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 and responding to comments.

**Reading comprehension**



- 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.
- Listen to, discuss and express views about a story; Predict what might happen on the basis of what has been read so far.

### Writing composition

- Write for different purposes; Encapsulate what they want to say, sentence by sentence.
- Say out loud what they are going to write.
- Re-read to check their writing makes sense.

### Grammar

- Use familiar punctuation correctly, including full stops and capital letters;
- Use the past tense correctly and consistently.
- Learn how to use subordination

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	Diary of a Wombat  Hamilton Trust Year 2 Non-fiction  <a href="#">Recounts: Animal Diaries and Recounts   Year 2 English   Hamilton Trust (hamilton-trust.org.uk)</a>  Recount in the form of a diary entry.  <b>Purpose</b> – To entertain	<b>Overview</b> This plan is a unique twist of a recount plan. Based on the lovely story <i>Diary of a Wombat</i> by Jackie French,  <b>Writing Outcome</b> to write their own recounts in a diary form about an English animal.  <b>Greater Depth Outcome</b> to write their own recounts in a diary form about an English animal from the point of view of the human.
<b>RWI spelling patterns linked to topic.</b> The /u/ sound spelt /o/, and the /or/ sound spelt /ar/ after /w/ Adding the suffix –ed (2)	<b>NC vocabulary linked to unit.</b> Door, cold, grass, parents, wild, find, plant, path, children, bath, climb, break, behind, water, people.	<b>Ambitious vocabulary linked to topic.</b> Native, mammals, marsupials, burrows, proficient, solitary and unsociable.
<b>Cycle 1, week 13.</b>	<b>Viper reading focus (Build vocabulary and Retrieve) (Unit 1, Day 1)</b> The central character of the story is a wombat. Select interesting facts ( <i>resources</i> ) about wombats to share with the children throughout Unit 1, e.g. <i>wombats are native to Australia, are nocturnal and usually eat grass.</i> <b>Skill: To use first person and past tense. (Unit 1, Day 1)</b> Read wombat’s diary (Resources). Sort verbs past and present. Write a short entry in past tense about things you do yourself. Monday. I ate	

Cycle 2,  
week 14.

McDonalds, Tuesday I slept at my Gran's. Orally compose sentences in the past tense first, tell a friend.

**Skill: To sequence events (Unit 1, Day 2)**

Sequence Wombat's week, note and address any unfamiliar vocabulary in Australian context.

**Skill: To make inferences (Unit 1, Day 3)**

Show wombat having a dustbath (*resources*). Discuss what wombat thinks he is doing and compare and contrast this to what the family thinks is happening. Notice the ideas are not the same, but they represent what each character thinks and feels.

**Skill: To use past and present tense correctly (Unit 2, Resources)**

Look at simple past tense sentences can the children write them in present tense using 'ing' words.

**Skill: To understand past progressive form (Unit 2, Day 1)**

Display sentences (*resources*). Read them aloud. Identify the verb in each sentence. Notice each verb is written in the simple past tense, as the action has now finished. Say that we use the term *past progressive* to indicate continuing action in the past or that an action occurred at the same time as something else in the past. Summarise actions of a different animal.

**Viper reading focus (Build vocabulary and explain) (Unit 3, Day 2)**

To compare texts and features. Read and enjoy **Diary of a Wombat** and recap **The Cat's Journey**. Briefly discuss each book i.e. *the characters, the setting, the plot and comment on the language features*.

**Skill: To retrieve information (Unit 5, Day 1)**

Research information about a British animal you would like to write about.

**Skill: To plan a diary entry (Unit 5, Day 2)**

To plan a simple recount in the form of a diary based on a British animal.

**Skill: To write a diary entry (Unit 5, Day 3)**

To plan a simple recount in the form of a diary based on a British animal.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

	<p>Have they:</p>
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- Sequenced events?
- Written in the past tense?
- Included key events?
- Included days of the week?