

Year 2 Autumn term:

Week	1	2	3	4	5	6	7
Reading skills (VIPERS)	Vocabulary - Linked to tricky words in Hansel and Gretel	Inference – Why did the stepmother dislike them?	Predicting – Why might he be a killer cat?	Explain – Why did Tuffy do this?	Retrieval- Can you find repetition in the poem?	Sequencing-Can you order the events of the poem?	Making connections between texts- what stories is this similar too?
Quality text	Hansel and Gretel				Diary of a Killer Cat Poetry to perform- Julia Donaldson		
Genre	Traditional Tales-narrative				Narrative Poetry		
Curriculum links	What would Hansel and Gretel man find exciting about our town? (geography)				What is a still life anyway? (art) What made that racket? (Science)		
Assessment (reading)	Decode alternative sounds for graphemes. Know and re-tell a wide range of stories, fairy stories and traditional tales.				Apply phonic knowledge and skills consistently to decode quickly and accurately. Recite a repertoire of poems learnt by heart, using appropriate intonation. Discuss the sequence of events in books and how items of information are related.		
Assessment (writing)	Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.				Compose sentences orally. Use the drafting process to gather and write down ideas and key words.		

Week	8	9	10	11	12	13	14
Reading skills (VIPERS)	Vocabulary- Which words have been used to make the story interesting?	Inference- How do the characters feel?	Prediction- What do you think will happen in the text from the cover?	Explain-Can you explain why The Twits act like this?	Retrieval- Can you find the features of a poem?	Sequencing- Does it matter which order the stanzas are in?	Making connections between texts- what other stories is this similar too?
Quality text	Mr Majeika The Twits				Revolting Rhymes		
Genre	Narrative fiction				Poetry		
Curriculum links	How can we put on a finger puppet show? (DT)				Are we in time for this music? (Music)		
Assessment (reading)	In a book they read accurately and fluently, make inferences on the basis of what is said and done; predict according to what has been read so far. Read most words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.				Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.		
Assessment (writing)	Compose sentences orally. Use the drafting process to gather and write down ideas and key words. Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.				Identify word classes: noun, adjective, verb and adverb. Compose orally and write poetry in a variety of forms.		

Year 2 Spring term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Vocabulary – Based on the text Lila and the secret of rain	Infer- How did Lila feel about the drought?	Predict – Why are the farmers hunting Mr. Fox?	Explain- Why was Arthur jealous of Flat Stanley?	Retrieve- What could Stanley do when he was flat?	Sequence- Can you order these events?
Quality text	Lila and the secret of rain Fantastic Mr. Fox			Flat Stanley		
Genre	Narrative-cultural text Narrative fiction			Narrative		
Curriculum links	Where would prefer to live: England or Kenya (geography)			When do we cooperate? (RE)		
Assessment (reading)	Discuss and clarify the meaning of new words; discuss favourite words and phrases. Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g because, beautiful, everybody, should, whole, parents, money.			Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Take account of what others say. Spell common decodable two and three syllable words which include familiar graphemes.		
Assessment (writing)	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.			Use appropriate features of Standard English. Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Vocabulary-Why did the author choose to use this word?	Inference- How did each of the characters feel?	Predict- What will happen when Paddington arrives at the station?	Explain- Why did each of the crayons quit?	Retrieve- what item does each crayon colour?	Sequence- what order did the letters come in?
Quality text	Library Lion A Bear called Paddington			The Day the Crayons Quit		
Genre	Narrative			Fictional letters		
Curriculum links	What should we have in our sandwiches today? (DT)			Where will we fly our class flag? (art)		
Assessment (reading)	In a book they read accurately and fluently, make inferences on the basis of what is said and done; predict according to what has been read so far. Discuss and express views about a range of non-fiction texts which are structured in different ways.			Show understanding of texts read independently; self-correct. Fully engage with reading and take pleasure from books and texts.		
Assessment (writing)	Write about real events, maintaining form and purpose. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.			Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.		

Year 2 Summer term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Vocabulary- Can you substitute another word to change the meaning?	Inference-How does Malala feel about the children not in school?	Predict- Can you predict what Mildred will be like?	Explain- What was the Once-ler was trying to achieve?	Retrieve- What were the bad effects of cutting down the Truffola trees?	Sequencing- Who was effected by the factories first?
Quality text	Malala's magic pencil The Worst Witch			The Lorax		
Genre	Narrative			Narrative poem		
Curriculum links	How have Rosa Parks and Nelson Mandela helped to make the world a better place? (history) Do our actions speak louder than words? (RE)			What can we reuse and recycle in music? (music) How will we make our bottles float? (DT)		
Assessment (reading)	Show understanding of texts read independently; self-correct. Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct.			Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences. Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint		
Assessment (writing)	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Co-ordinate sentences using and, or, but.			Write about real events, independently maintaining form and purpose. Confidently and independently write poems which are effective, in a variety of forms.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Vocabulary- Which other words could they have used to describe the dog?	Inference- Why do people not like the guard dog?	Predict- What do you think happens in Captain Underpants?	Explain- How did the boys change the head teacher into a superhero?	Retrieve- Can you find onomatopoeia in this poem?	Sequence- What order were the items swopped in? (Swop)
Quality text	The Guard Dog The Adventures of Captain Underpants			Please Mrs. Butler-only have one copy		
Genre	Narrative			Poetry		
Curriculum links				What would Traction man use to build our school? (Science) Do we only use 'pitch' in PE? (music)		
Assessment (reading)	Read some phonically-decodable books with fluency; sound out unfamiliar words automatically. Read most words without overtly segmenting and blending, once they are familiar, e.g. at over 90 words per minute.			Recognise simple recurring literary language in stories and poetry.		
Assessment (writing)	Sometimes use subordination e.g. when, if, because. Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.			Compose orally and write poetry in a variety of forms.		