

English Year 2 Autumn 1

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Discuss the sequence of events in books and how items of information are related
- Make inferences on the basis of what is being said and done
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works
- Explain and discuss their understanding of books, poems and other materials

Writing composition:

- Write narratives about personal experiences and those of others (real and fictional)
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections (greater depth only)
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation
- Plan or say out loud what is going to be written about

Outcome: Fiction – Story with character focus

Writing outcome:

To write a story based upon the model text using the pupils' ideas for characters

Y2- Greater depth writing outcome:

To write a story about any two contrasting characters who swap places



Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y2	<ul style="list-style-type: none"> • Combine words to make sentences • Join words and clauses using and • Sequence sentences to form short narratives • Leave spaces between words 	<ul style="list-style-type: none"> • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) 	<ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end

NC Common Exception Words					
Year 1		Year 2		Developing Vocabulary	
a	love	would	both	mucky	caves
the	has	every	most	squelchy	foghorn
they	you	who	parents	polite	creature
to	be	because		loopy	heeble-jeebles
of	were			first-class	
house	where			dull	
are	said				



Pathways to Write

English – Year 2 Autumn 1



→ Gateway

Hook the pupils into learning
Learn a poem by heart

→ Pathway

Identify *Poetry keys*
Compare similar poems
Collect vocabulary and ideas

→ Writeaway

Plan and share with a friend
Write
Check against *Poetry keys*



Pathways to Poetry

Zebra Question by Shel Silverstein



Pathways to Write keys

→ Poetry keys

- Use adventurous word choices of nouns, adjectives and verbs to describe observations
- Use structured language patterns, including simple repeating phrases

NC Common Exception Words – Year 2

who
could
would
should
again

Vocabulary Development

litre	torpedoes
dangerous	bearer
habits	armoured
pollen	pouched
unique	

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions**, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry at a level beyond that which can be read independently
- 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

Writing composition:

- Write poetry
- Write down ideas, key words, new vocabulary
- Make simple additions, revisions and corrections
- Proof-read to check for errors in spelling, grammar and punctuation

National curriculum skills for this unit:

Spoken language:

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

Reading comprehension:

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

Writing composition:

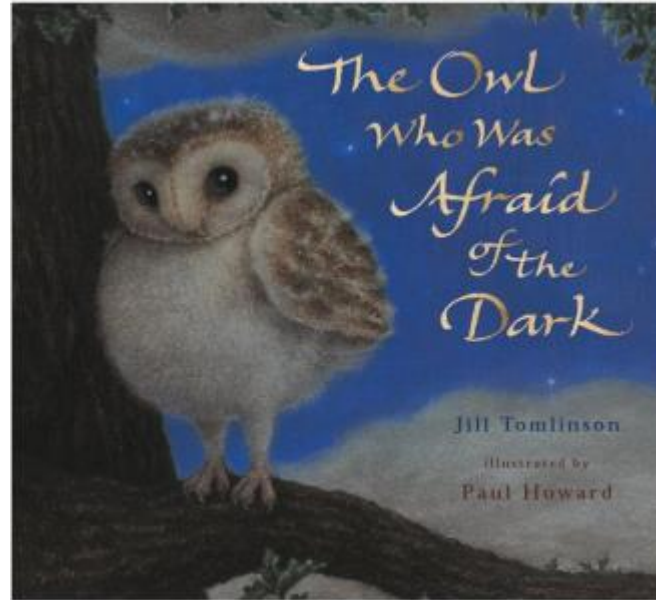
- Write for different purposes
- Make simple additions, revisions and corrections (greater depth only)
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation
- Read aloud with intonation

Outcome: Non-chronological report

Writing outcome:
To write a fact sheet about owls using information gathered from the text

Greater depth writing outcome:
To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used

English Year 2 Autumn 2



Pathways to Write

Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y2	<ul style="list-style-type: none"> • Sequence sentences to form short narratives • Join words and clauses using and • Use subordination (because) • Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est • Write expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Specific vocabulary linked to the topic • Clear and precise description • Present tense • Title • Sub-Headings • Introduction • Grouped information • Facts from research

NC Common Exception Words		Developing Vocabulary			
Year 1	Year 2				
the	we	every	would	faded	Barn Owl
a	love	find	again	bleary	deckchair
to	ask	mind	Christmas	peered	camp-fire
said		last	because	enormous	wellington
his		eye	father	necessary	telescope
I		half(way)	only	return	planets
you		old	parents	butting	supper
they		kind	kind(s)	startled	moonlight
me				explore	rooftops
				twinkle	

English Year 2 Autumn 2

National curriculum skills for this unit:

Spoken language:

- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently

Reading comprehension:

- Continue to build up a repertoire of poems learnt by heart
- Check that the text makes sense
- Participate in discussion about books, poems and other work

Writing composition:

- Write poetry
- Write down ideas, key words, new vocabulary
- Read aloud with intonation



Pathways to Write keys

↳ Poetry keys

- Experiment with words e.g. *alliteration, humour*
- Use adventurous word choices of nouns, adjectives and verbs to describe observations
- Use structured language patterns, including simple repeating phrases

Outcome: Poetry – Narrative poem

Writing outcome:

To write the first two verses of a new poem based on The Owl and the Pussycat

Greater depth writing outcome:

To write additional verses of a new poem based on The Owl and the Pussycat



NC Common Exception Words – Year 2	Vocabulary Development	
beautiful	pea-green	shilling
sea (homophones)	plenty	quince
	elegant	runcible
	fowl	(nonsense word)
	charmingly	land
	tarried	bong-tree

English Year 2 Spring 1

National curriculum skills for this unit:

Spoken language:

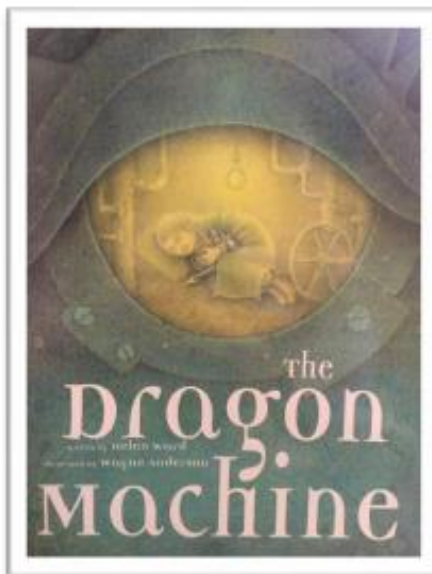
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- Check the text makes sense
- Make inferences on the basis of what is being said and done
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far

Writing composition:

- Plan or say out loud what is going to be written about
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation
- Read aloud with intonation



Key Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y2	<ul style="list-style-type: none"> • Use subordination (because) and coordination (and) • Write expanded noun phrases to describe and specify • Use punctuation correctly – full stop, capital letters • Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est (Y1) 	<ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Use punctuation correctly - exclamation marks, question marks 	<ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end

Outcome: Fiction – Story with adventure focus

Writing outcome:

To write a story based upon the model text using own ideas for a change of character and machine

Greater depth writing outcome:

To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story



Pathways to Write

NC Common Exception Words Y1		Y2	Developing Vocabulary	
the	be	every(where)	overlook	telephone
his	some	break(ing)	perch	tulips
a	there	great	havoc	sank
he	your	would	troublesome	water lilies
they	so	beautiful	advice	pond
where	by	last	consult	encyclopaedia
were	was	should	tragic	machine
to			lumbered	undercarriage
			wreckage	engine
			venture	fields
			amongst	town
			wilderness	

English – Year 2 Spring 1



Pathways to Poetry approach

→ Gateway

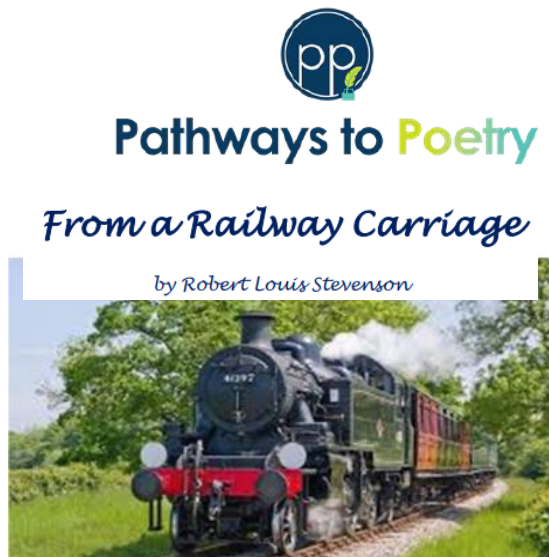
Hook the pupils into learning
Learn a poem by heart

→ Pathway

Identify *Poetry keys*
Compare similar poems
Collect vocabulary and ideas

→ Writeaway

Plan and share with a friend
Write
Check against *Poetry keys*



Pathways to Write keys

→ Poetry keys

- Experiment with words *e.g. alliteration, humour*
- Use structured language patterns, including simple repeating phrases

NC Common Exception Words

again
child
children
eye
fast
faster
people
who
would

Vocabulary Development

boating
brambles
charging
clambers
ditches
glimpse
outstretched
meadows
mill
munching
scrambles
snaking
stringing

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations

Reading comprehension:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently
- Discuss and clarify the meanings of words
- Draw on what is already known or on background information and vocabulary provided by the teacher
- Explain and discuss understanding of books, poems and other material

Writing composition:

- Write poetry
- Write down ideas, key words, new vocabulary
- Plan or say aloud what is going to be written about
- Encapsulate what is to be written, sentence by sentence
- Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently

English Year 2 Spring 2

National curriculum skills for this unit:

Spoken language:

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: **speculating**, hypothesising, **imagining** and **exploring ideas**

Reading comprehension:

- Read non-fiction books that are structured in different ways
- Discuss and clarify the meaning of words
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Explain and discuss their understanding of books, poems and other material

Writing composition:

- Write narratives about personal experiences and those of others (real or fictional)
- Write poetry
- Plan or say out loud what is going to be written about
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation

Outcome: Fiction – Adventure story

Writing outcome:

To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character

Greater depth writing outcome:

To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting



Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y2	<ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Use punctuation correctly - exclamation marks, question marks 	<ul style="list-style-type: none"> • Use present and past tenses correctly and consistently • Use the progressive form of verbs in the present and past tense • Use subordination (apply because, when; introduce that) • Use punctuation correctly - apostrophes for the possessive (singular) 	<ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end

NC Common Exception Words		Developing Vocabulary			
Year 1	Year 2				
the	no	could	eye(s)	peep	statue
he	be	behind	half	gasp	midnight
in	said	after	sure	toot	mammoth
a	friend	door(s)	would	thunderous	museum
our	where	mind	because	din	exhibition/exhibits
you	there	past	fast	regal	underwater
my	go(ing)	every	should	mutter	portrait
his	was	hour	beautiful	tramp	carnivore
and	to	hold	last	struck	extinct
come	they	whole		unusual	endangered
here	are	past		wild	

Pathways to Poetry approach

→ Gateway

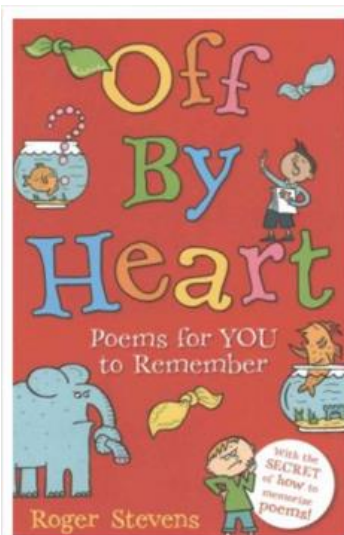
Hook the pupils into learning
Learn a poem by heart

→ Pathway

Identify *Poetry keys*
Compare similar poems
Collect vocabulary and ideas

→ Writeaway

Plan and share with a friend
Write
Check against *Poetry keys*



Pathways to Poetry

At the Zoo
by W. M. Thackeray

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Speak audibly and fluently
- Select and use appropriate registers for effective communication

Reading comprehension:

- Listen to and discuss a wide range of poems at a level beyond that which can be read independently
- Link what is read or heard to own experiences
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart

Writing composition:

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Re-read what they have written to check it makes sense
- Discuss what has been written with the teacher or other pupils

Outcome: Poetry – List poem

Writing outcome:

Add their own items to a list poem about a visit to a museum

Greater depth writing outcome:

Write a list poem of their own about a visit to a museum including elements of rhyme with the option to use own opening and closing lines



Pathways to Write keys

→ Poetry keys

- Play with words e.g. *onomatopoeia, rhyme*
- List words and phrases
- Use simple language patterns e.g. *repetition and rhyme*

NC Common Exception Words – Year 1

of
the
his
I
they

Vocabulary Development

a-waving	museum
counting	mutton
hump	unpleasantly
lonely	Viking
maw	waddle
mercy	wombat

Outcome: Letter

Writing outcome:

To write a letter in role persuading characters to save the trees

Greater depth writing outcome:

To write a letter as themselves persuading local people to save the trees

National curriculum skills for this unit:

Spoken language:

- Articulate and justify answers
- Maintain attention and participate in collaborative conversations
- Speak audibly and fluently
- Participate in **discussions, presentations, performances, role play, improvisations** and debates

Reading comprehension:

Y2


- Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently
- Become familiar with and re-tell a wider range of traditional tales
- Recognise simple recurring literary language
- Draw on what is already known and on background information and vocabulary provided by the teacher
- Predict what might happen on the basis of what has been read so far

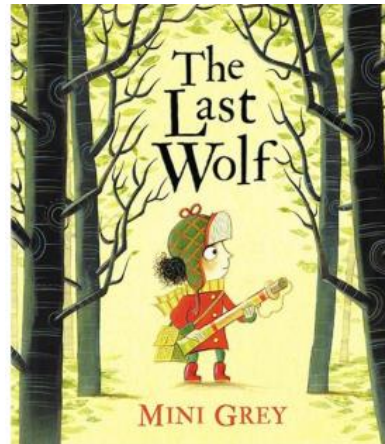
Y2

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write for different purposes
- Plan or say out loud what is going to be written about
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation

English – Year 2 Summer 1



 Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y1	<ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est 	<ul style="list-style-type: none"> • Join words and clauses using and • Change the meaning of verbs and adjectives by adding prefix un • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est 	<ul style="list-style-type: none"> • Write in 1st person • Write simple sentences in sequence • Begin to link events using and • Use simple openings and closings e.g. <i>dear, from</i>



Pathways to Write

NC Common Exception Words		Developing Vocabulary	
Year 1	Year 2		
a	last	flung	poggun
one	behind	supplies	stalking
here	path	lurk	bracken
are	door	pounce	tree stump
she	child	wander	doorknob
my	old	endless	land
said	could	grazing	lynx
to	eye(s)	awash	human
be	find	nowadays	miles
I	wild	pickings	earth
there	plant		
go			
some			
of			
was			
by			
the			
you			
were			

English – Year 2 Summer 1



Pathways to Poetry

Father and I in the Woods
By David McCord



→ Gateway

Hook the pupils into learning
Learn a poem by heart

→ Pathway

Identify *Poetry keys*
Compare similar poems
Collect vocabulary and ideas

→ Writeaway

Plan and share with a friend
Write
Check against *Poetry keys*

NC Common Exception Words – Year 2

Vocabulary Development

father <i>Other common exception words may be included in modelled writing.</i> <i>Homophones could include:</i> here/ hear quite/ quiet see/sea to/too/two	bark blossom bough bracken branch brook clumping flounces	hark helter-skelter leaf lingers sap seed twig trunk vanishing
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National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently
- Recognise simple recurring literary language
- Check the text makes sense
- Explain and discuss understanding of books, poems and other material

Writing composition:

- Write poetry
- Plan or say aloud what is going to be written about
- Write down ideas, key words, new vocabulary
- Read aloud with intonation
- Evaluate writing with the teacher and other pupils
- Proof-read to check for errors in spelling, grammar and punctuation



Pathways to Write keys

→ Poetry keys

- Experiment with words *e.g. alliteration, humour*
- Use adventurous word choices of nouns, adjectives and verbs to describe observations



Outcome: Fiction – Story with a moral focus

Writing outcome:

To write own version of the story with a focus on morals and acceptance of others

Greater depth writing outcome:

To write own version of the story including the point of view of the giant character

National curriculum skills for this unit:

Spoken language:

- Give well-structured descriptions, explanations and narratives
- Listen and respond
- Ask relevant questions
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

Reading comprehension:

Y2

- Discuss the sequence of events in books and how items of information are related
- Make inferences on the basis of what is being said and done
- Ask and answer questions
- Predict what might happen on the basis of what has been read so far
- Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently

Y2

- Write poetry
- Write for different purposes
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Write for different purposes
- Proof-read to check for spelling, grammar and punctuation

Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y2	<ul style="list-style-type: none"> • Use subordination (if, that) • Add -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms 	<ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g -ment,- ful 	<ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Sequence of events • Section story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately



NC Common Exception Words Year 1		NC Common Exception Words Year 2	Developing Vocabulary	
was	a	who	pickle	mural
he	so	told	chap	drainpipes
said	go	sure	continue	storm
the	to	eye(s)	mumbled	shore
we	once	because	impossible	oak
of	they	people	scoff	bridge
has	his	old	whine	dawn
do	come	prove	nervous	afternoon
you	some	could	humungous	ledge
I	friend	should(n't)	hoisted	
me	your	great		
there	pull(ed)	again		

English – Year 2 Summer 2



→ Gateway

Hook the pupils into learning
Learn a poem by heart

→ Pathway

Identify *Poetry keys*
Compare similar poems
Collect vocabulary and ideas

→ Writeaway

Plan and share with a friend
Write
Check against *Poetry keys*



Fox
by Kathy Henderson



NC Common Exception Words – Year 2	Vocabulary Development
wild	loping trails pickings alleys moonshiny scuffing

National curriculum skills for this unit:

Spoken language:

- Maintain attention and participate actively in collaborative conversations
- Build vocabulary
- Gain, maintain and monitor the interest of listener(s)
- Speak audibly and fluently

Reading comprehension:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently
- Discuss and clarify the meaning of words
- Explain and discuss understanding of books, poems and other material

Writing composition:

- Write poetry
- Plan or say aloud what is going to be written about
- Write down ideas, key words, new vocabulary
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils



Pathways to Write keys

→ Poetry keys

- Experiment with words e.g. *alliteration, humour*
- Use adventurous word choices of nouns, adjectives and verbs to describe observations