

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- 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 material
- Read non-fiction books that are structured in different ways

Writing Composition:

- Write for different purposes
- 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
- 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: Recount – Diary entry

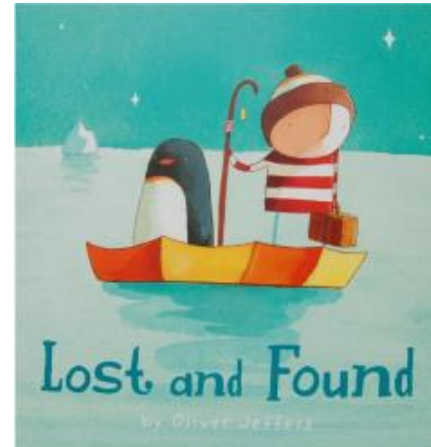
Writing outcome:

To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story

Greater depth writing outcome:

To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story.
To add a new adventure based on a previous text i.e. Lost and Found, Naughty Bus, The Gingerbread Man

English Year 2 Autumn 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)
Y2	<ul style="list-style-type: none"> • Join words and clauses using and • Use simple description • Use a capital letter for places and days of the week • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> • Use subordination (because) and co-ordination (and) • Use expanded noun phrases to describe and specify • Use punctuation correctly - full stops, capital letters 	<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				Developing Vocabulary	
Year 1		Year 2			
was	his	door	every(where)	decide	penguin
a	where	find	could	check	office
he	come	would	many	disappointment	float
they	so	again	fast	discover	South Pole
some	to	last	because	delight	rowboat
there	said	water		realise	south
were	push(ed)			head back	waves
my	have			reach	mountains
				wonderful	



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
dangerous
habits
pollen
unique

torpedoes
bearer
armoured
pouched

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
- Build vocabulary
- 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
- Predict what might happen on the basis of what has been read so far
- 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
- 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
- Plan or say out loud what is going to be written about

Outcome: Fiction – Adventure story

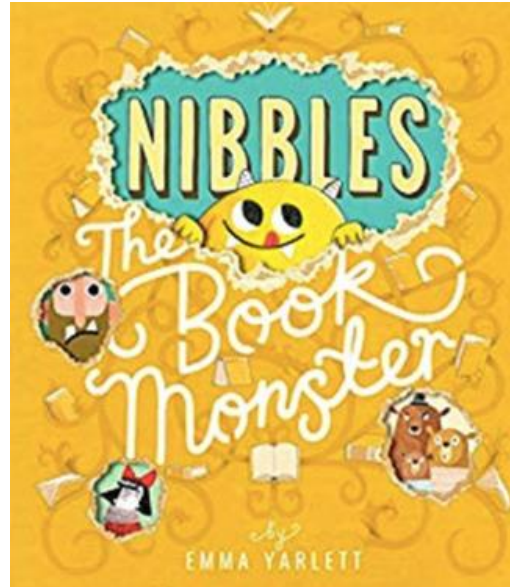
Writing outcome:

To write an adventure story based on the structure of 'Lost and Found' with a new animal.

Greater depth writing outcome:

To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.

English Year 2 Autumn 2



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 co-ordination (and) • Use expanded noun phrases to describe and specify • Use punctuation correctly - full stops, capital letters 	<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"> • Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
a	she	poor	door	nibble	forest
to	was	again	who	chomp	beanstalk
of	they	gold(en)	climb(s)	curious	goose
is	were	last	eye(s)	rascal	atlas
no	my	even		critter	mountain
love(s)	the			adventure	tambourine
you	one			nab	
his				cottage	
				hullabaloo	
				crate	



Pathways to Write

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

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

English Year 2 Autumn 2



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

NC Common Exception Words – Year 2

Vocabulary Development

beautiful
sea (homophones)

pea-green
plenty
elegant
fowl
charmingly
tarried

shilling
quince
runcible
(nonsense word)
land
bong-tree

National curriculum skills for this unit:

Spoken language:

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

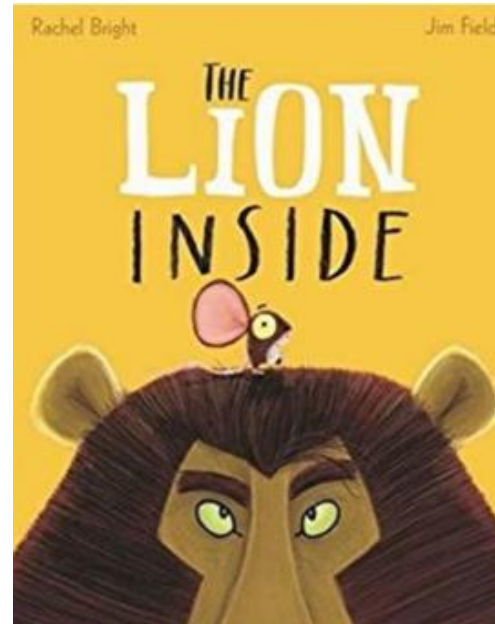
Reading comprehension:

- 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

English Year 2 Spring 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)
Y2	<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"> • 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

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
a	love(d)	gold	eye(s)	ignore	pack
the	friend(s)	old	both	forgotten	sand
house	my	sure	find	toothsome	rock
so	you	could	after	tough	lion
he	come	only	climb(ed)	mighty	mouse
was	his	would		weeniest	paw
were	to			feast	plain
our	they			slumber	mane
by				whimper	week
				foe	

Outcome: Fiction - Journey story

Writing outcome:

To write a story about a small animal (mouse) who befriends a large animal in the African savannah

Greater depth writing outcome:

To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)



Pathways to Write

English – Year 2 Spring 1



Pathways to Poetry approach

→ Gateway

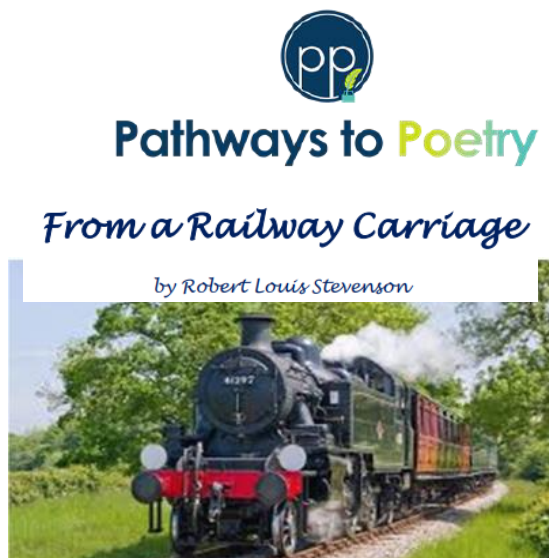
Hook the pupils into learning
Learn a poem by heart

→ 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

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

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: Recount - Diary writing

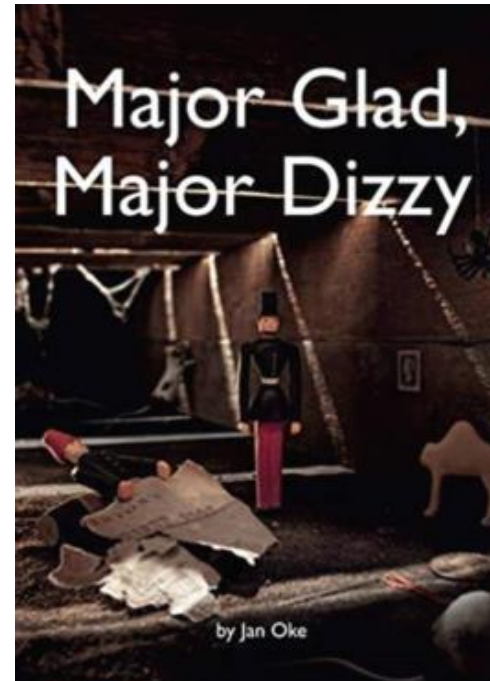
Writing outcome:

To write a recount of historical events from the text from Major Glad's point of view

Greater depth writing outcome:

Include in the diary how Major Dizzy felt. What did Major Glad notice about him?

English Year 2 Spring 2



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 (when, because) • Write expanded noun phrases to describe and specify • Use punctuation correctly – full stop, capital letters • Some accurate use of exclamation marks, question marks 	<ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense • Use present and past tenses correctly and consistently • Use subordination (apply because, when; introduce that) • Use punctuation correctly introduce apostrophe for the possessive (singular) 	<ul style="list-style-type: none"> • Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. <i>What an amazing day we all had!</i>

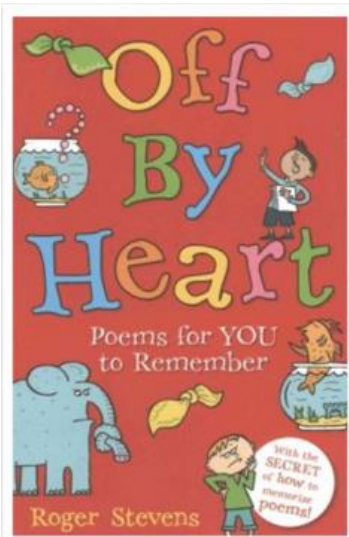
Vocabulary to explore within this unit:

NC Common Exception Words Year 1		Year 2	Developing Vocabulary	
his	was	fast	bulged	sampler
they	so	hour	dainty	servant
to	were	hold	mislaid	floorboards
are	come	after	private	needle
we	your	class	fortunate	empire
I	one	could	manly	invent
my	there	many	ceased	horseless
of	friend(s)	even	adventurous	carriage
no	here	eye(s)	contraptions	tunnel
is		whole	befall	pantaloons
a		past		
be		would		
you		floor		
		old		



Pathways to Write

- **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*



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

English – Year 2 Spring 2



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**

Vocabulary Development

of
the
his
I
they

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

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Give well-structured descriptions, explanations and narratives
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

Reading comprehension:

- Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently (through class novel)
- 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
- Make inferences on the basis of what is being said and done

Writing Composition:

- 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

Outcome: Fiction – Fantasy story

Writing outcome:

To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story

Greater depth writing outcome:

To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story

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)
Y2	<ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense • Some use of subordination (because, when) and coordination (and, but) • Use punctuation correctly (as taught so far) • Write sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • Use subordination (<i>if, that</i>) • 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 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

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
I	was	every	door	grew	summer
house	were	should	eye(s)	quiet	spaceship
he	be	lost	who	scared	medal
she	one	people	could	resourceful	dawn
put	has	pass	hold	clever	reptile
		everybody	would	helpful	antennae
		find		thoughtful	sphere
				beam	streamers
				probe	float



Pathways to Write

English – Year 2 Summer 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 Write keys

→ Poetry keys

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

NC Common Exception Words – Year 2

Vocabulary Development

father
Other common exception words may be included in modelled writing.
Homophones could include:
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

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

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- 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
- 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 (via class linked novel)
- Become familiar with and re-tell a wider range of traditional tales

Writing Composition:

- 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 errors in spelling, grammar and punctuation

Outcome: Fiction – Traditional story

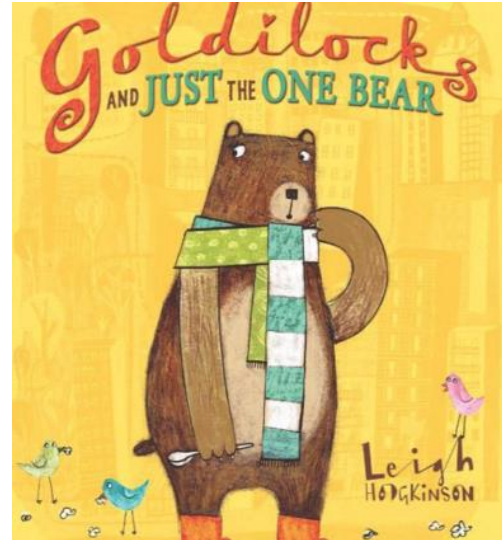
Writing outcome:

To write a new version of the story with a new character or new setting

Greater depth writing outcome:

To write a new version of the story with a new character **and** a new setting

English Year 2 Summer 2



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 <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • 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

Vocabulary to explore within this unit:

NC Common Exception Words				Developing Vocabulary	
Year 1		Year 2			
a	some	many	door	lolloping	bear
was	here	would	again	nip (into)	wood
once	there	bath	people	peeked	minute
he	so	cold	any (thing)	pleasant	twigs
one	to			frothy	leaves
the	of			noddled off	cactus
where	has			pottering	duvet
said	my			familiar	
ask	me			penny dropped	
				plonked	



Pathways to Write

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*



Pathways to Poetry

Fox

by Kathy Henderson



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

NC Common Exception Words – Year 2

wild

Vocabulary Development

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