

## YEAR 2 TEXT DRIVERS AND ENGLISH COVERAGE: JULY 2021 (with Emma Tarrant, HIAS and Hannah Flynn)

### Adapted July 2023 (EW)

#### Year 2 NC writing:

En2/3.3a Develop positive attitudes towards and stamina for writing by:

- i. writing narratives about personal experiences and those of others (real and fictional)
- ii. writing about real events
- iii. writing poetry
- iv. writing for different purposes


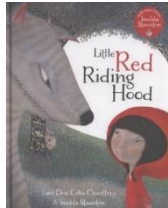
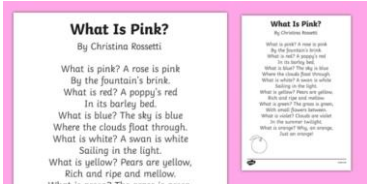
En2/3.3b Consider what they are going to write before beginning by:

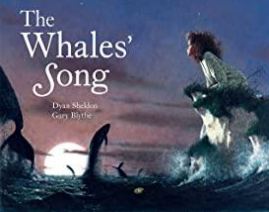
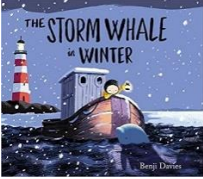
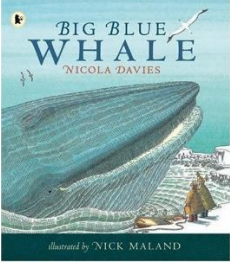
- i. planning or saying out loud what they are going to write about
- ii. writing down ideas and/or key words, including new vocabulary
- iii. encapsulating what they want to say, sentence by sentence

En2/3.3c make simple additions, revisions and corrections to their own writing by:

- i. evaluating their writing with the teacher and other pupils
- ii. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- iii. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)


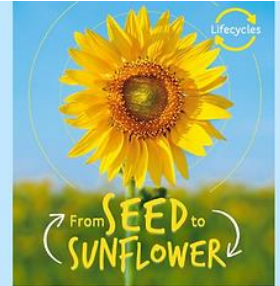
En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear

<b>AUTUMN 1</b>	<b>From the Forest to the Sea - the forest Alternative Fairy Tales</b>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>TEXT DRIVER</b>	Fiction - Little Red Reading Hood 		Little Red Riding Hood by Lari Don 		<b>Assessment Week</b>	Poetry - Christian Rosetti - What is pink <a href="https://www.youtube.com/watch?v=LbOLiOp9mWk">https://www.youtube.com/watch?v=LbOLiOp9mWk</a> 		
<b>ENGLISH FOCUS Composition</b>	<b>DESCRIBE</b> Write a description of the setting and character		Week 3 - ENTERTAIN - Story sequencing and planning own version			<b>DESCRIBE - Colour, senses walk in wood</b>		
<b>Spelling focus (in context of text) from Appendix 1</b>	Using Y1 CEW word mat	-le at end of words = little						
<b>Vocab, Grammar, Punc from Appendix 2</b>	Y1 recap: Word - plural noun suffixes -s, -es Sentence - joining words/clauses with <u>and</u> Punctuation - CL for names and I Y2: Sentence - expanded noun phrases to describe (adjective + noun)		Y1 recap: Text - sequencing sentences to form short narratives Y2: Text - correct use of past tense throughout writing					
<b>Other linked stories</b>								
<b>Focus skills/objectives</b>	<ul style="list-style-type: none"> <li>consider what they are going to write before beginning by planning or saying out loud and writing down ideas and/or key words, including new vocabulary</li> <li>use capital letters and full stops to punctuate a sentence</li> <li>write simple noun phrases to describe and specify</li> <li>use coordinating conjunctions (or / and / but / so)</li> <li>reread what has been written to check it makes sense</li> <li>spell common exception words</li> <li>start using some of the diagonal and horizontal strokes needed to join letters</li> </ul>							

AUTUMN 2	From the Forest to the Sea - the sea						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TEXT DRIVER	Fiction - Letter The Whales' Song - Dyan Sheldon & G Blythe 		Fiction - Diary The Storm Whale in Winter - Benji Davies 		<b>Assessment week</b>	<b>Non-fiction, fact file</b> 	
ENGLISH FOCUS	EXPLAIN - a thank you letter to the whales, with gift and gift tag (apprentice write is tag)		Postcard and diary written by Noi telling of when he met the whales again				
Spelling focus in context of text	Suffixes: -ed, -ing, -er (recap from Y1, part of Y2 spelling)  Suffixes - ness, -ful		-ed First person, I writing				
Vocab, Grammar, Punc	<ul style="list-style-type: none"> <li>Expanded noun phrases to describe</li> <li>Apostrophes for contracted forms</li> <li>Apostrophes for possession</li> <li>Commas for lists</li> </ul>						
Other linked stories	Tiddler - Julia Donaldson, Into the Blue - Nicola Davies The Storm Whale - Winter - Benji Davies						
Focus skills/objectives	<ul style="list-style-type: none"> <li>consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</li> <li>proof-read to check for errors in spelling, grammar and punctuation</li> <li>use sentences with different forms: question, exclamation,</li> <li>use coordinating conjunctions (or/and/but/so)</li> <li>learn how to use subordination (when, because)</li> <li>write expanded noun phrases to describe and specify</li> <li>learn to use the apostrophe for singular possession</li> <li>use commas in a list</li> <li>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</li> <li>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</li> </ul>						

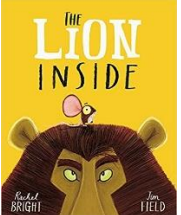
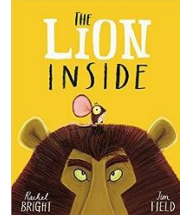
SPRING 1	Healthy You, healthy me!					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TEXT DRIVER	<b>Hike</b>		<b>How to wash a woolly mammoth by</b>		<b>Recipe book??</b>	
ENGLISH FOCUS	DESCRIPTION (POSTCARD) Take part of the story and elaborate - unpoacking a page, or short sequence of events		INSTRUCTIONS		RECOUNT	
Spelling focus in context of text						
Vocab, Grammar, Punc	•					
Other linked stories						
Focus skills/objectives	<ul style="list-style-type: none"> <li>• use the present and past tenses correctly and consistently</li> <li>• consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</li> <li>• use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• add suffixes to spell longer words</li> <li>• use subordination (using when, if, that, or because)</li> <li>• use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• to use sentences with different forms: statement, question, exclamation, command</li> </ul>					



SUMMER 1	Our ever-changing world					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TEXT DRIVER	The Tale of Peter Rabbit - Beatrix Potter 		 <b>Lifecycles: Seed to Sunflower</b> <b>Camilla De la Bedoyere</b> <b>Non-fiction</b>		Would you rather? By John Burningham	
ENGLISH FOCUS	DESCRIBE - Mr McGregor's garden NARRATIVE - retell part of the story		Explanation of the stages of the life cycle of the sunflower (not instructions how to grow it) Could explain about sunflower oil to cook, sunflower seeds in our salad, bread.		Questions and statements	
Spelling in the context of text						
Vocab, Grammar, Punc	Suffixes -ed past tense -er: (word ending in -y with consonant before it) - cleaner, healthier					
Other linked stories					The Shopping Basket - Y2 EXS reading text	
Focus skills/objectives	<ul style="list-style-type: none"> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>• use subordinating conjunctions (when/ if /that /because)</li> <li>• proof-read to check for errors in spelling, grammar and punctuation</li> </ul>					

Possible use of Peter Rabbit again - different form - persuade Peter not to go in the garden?

Possible revisit Pumpkin Soup - choice of which character to write a letter from?

SUMMER 2	Let it Grow- gardens, growing up and moving on						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TEXT DRIVER	Tidy						Final assessments
ENGLISH FOCUS	Letter		RE-TELL		OUTCOME - Letter to new teacher, my hopes and fears. Explaining feelings.		
Spelling in the context of text							
Vocab, Grammar, Punc							
Other linked stories							
Focus skills/objectives	<ul style="list-style-type: none"> <li>consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>use commas for lists</li> <li>use coordination and subordination</li> <li>use expanded noun phrases to describe and specify</li> <li>to use sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently including the progressive form</li> </ul>						

	<ul style="list-style-type: none"><li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>• make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li></ul>	
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Summer term 2023:

Peter Rabbit

Would you rather?

Sunflowers

Tidy

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The Lion Inside