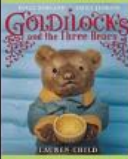
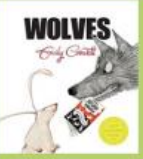
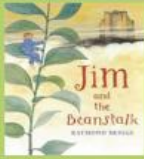


Year 2 Pathway Autumn 1

Theme/Term	A twist in the tale Autumn 1		
Planning Sequence/ Spelling Seed Text	 <p><i>Goldilocks and the Three Bears</i> Lauren Child <i>You & Me</i> Anthony Browne <i>Goldilocks & Just the One Bear</i></p>	 <p><i>WOLVES</i> Emily Gravett</p>	<p>Living Science: Things</p>  <p>OR <i>Jim and the Beanstalk</i> Raymond Briggs</p>
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<p>Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions</p>	<p>Non-chronological leaflets Captions, information writing, character descriptions and comparisons</p>	<p>Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters</p>

Writing Composition

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- 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/progressive form
- Read aloud what they have written with appropriate intonation to make the meaning clear

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences (Y1)
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done
- Answering and asking questions

Vocabulary, Grammar and Punctuation

- Regular plural noun suffixes *-s* or *-es* [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use expanded noun phrases to describe and specify [for example, the blue butterfly]
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)

Spelling Seeds Coverage

Common Exception Words *child, bath, every, father, many, mind, Mrs, Mr, parents, path, again, beautiful, child, eye, half, hour, kind, move, poor, whole*

Spelling Rules and Patterns

Contractions

The /ɔ:/ sound spelt a before l and ll

The /ɒ/ sound spelt a after w and qu

The /ɜ:/ sound spelt s

Year 2 Pathway Autumn 2

Theme/Term	Creation & conservation Autumn 2							
Planning Sequence/ Spelling Seed Text	 <i>The Journey Home</i> Frann Preston-Gannon		Science: Conservation	 <i>We Are Water Protectors</i> Carole Lindstrom		 <i>House Held Up by Trees</i> Ted Kooser		Science: Plants
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks			
Outcomes	Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories		Environmental campaign Descriptive non-fiction, life-cycles, character description		News reports Descriptive non-fiction, life-cycles, instructions for seed packets			

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes including poetry

Consider what they are going to write before beginning by:

- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- 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
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Recognising simple recurring literary language in stories and poetry

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Answering and asking questions
- Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Vocabulary, Grammar & Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Expanded noun phrases to describe and specify, e.g. the blue butterfly
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Correct choice and consistent use of present tense and past tense throughout writing
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling
- Formation of adjectives using suffixes such as -ly

Spelling Seeds Coverage

Common Exception Words break, behind, Christmas, floor, grass, path, plant, pretty, wild, because, cold, could, every, find, kind, prove, should

Spelling Rules and Patterns

The possessive apostrophe (singular nouns)

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

The /i:/ sound spelt -ey