

## Year 2 Pathway Spring 2

Theme/Term	Change & relationships Spring 2		
Planning Sequence/ Spelling Seed Text	 <p><i>The Owl and the Pussy-cat</i> Edward Lear</p>	 <p><i>Tadpole's Promise</i> Jeanne Willis</p>	 <p><i>OR If All the World Were...</i> Joseph Coelho</p>
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	<b>Rhyming poems</b> Letters, interviews, lists, instructions	<b>Own version narratives</b> Simple explanations, speech and thought bubbles, setting descriptions, extended explanations	<b>Non-narrative poems</b> Writing in role, diaries, letters of advice, short explanations

### Writing (Composition)

#### Develop positive attitudes towards and stamina for writing by:

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

#### Consider what they are going to write before beginning by:

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

- 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]

### Vocabulary, Grammar & Punctuation

- Capital letters for names and for the personal pronoun I [Revision of Year 1]
- Formation of adjectives using suffixes such as -ful, -less
- Subordination (using when, if, that, because) and coordination ( using or, and or but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- 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 of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling

### 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
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing the sequence of events in books and how items of information are related
- 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

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

- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

### Spelling Rules and Patterns

The /aɪ/ sound spelt -y at the end of words  
a before l and ll

The suffixes -ment, -ness, -ful, -less and -ly

The /r/ sound spelt wr at the beginning of words

#### Spelling rules and words

#### Common Exception Words

Children, parents, kind, child, beautiful, because, could, great, past, father, both, break, mind, old, only, prove, sure, told, wild, money, last, gold, pretty, poor, water