

Year 2 Pathway Spring 1

Bravery vs. fear – Spring 1

 <p><i>The Bear Under the Stairs</i> Helen Cooper</p>  <p>15 sessions, 3 weeks</p>	 <p><i>The Minpins</i> Roald Dahl</p> <p>15 sessions, 3 weeks</p>	 <p>OR <i>The Bear and the Piano</i> David Litchfield</p>  <p>15 sessions, 3 weeks</p>
<p>Information texts Letters, retellings, own version narratives</p>	<p>Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards</p>	<p>Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters</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:

- Encapsulating what they want to say, sentence by sentence
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary

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]
- Evaluating their writing with the teacher and other pupils

Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, Exclamation marks to demarcate sentences
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use expanded noun phrases to describe and specify
- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Commas to separate items in a list

Reading Comprehension

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

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Recognising simple recurring literary language in stories and poetry
- Discussing the sequence of events in books and how items of information are related
- Discussing their favourite words and phrases

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
- Making predictions and simple inferences
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Spelling rules and words

Common Exception Words

again, even, everybody, kind, last, mind, pass, who, whole, would, behind, busy, climb, could, doors, floor, many, parents, people, wild

Spelling Rules and Patterns

Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it

Homophones

Words ending –il

The 'or' sound spelt ar after w

The 'ar' sound spelt or after w