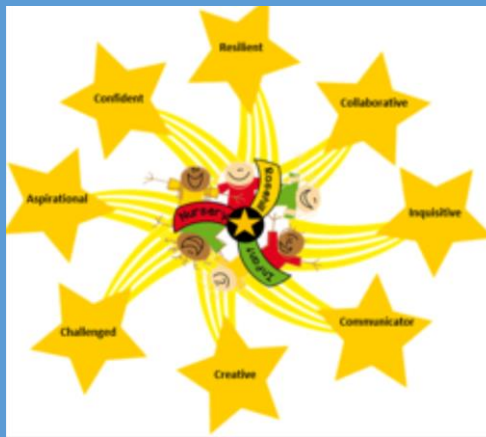


# Year 2 Curriculum Coverage & Progression of skills in English



**Year Group: 2****Autumn Term 1**

**Unit Written Outcomes:** Retell of story with added detail  
Poems  
Fact Files/Information text

**Application:** Recount

**Reading focus:** Core Texts  
Non-fiction texts

<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Retell stories with the key events in the correct sequence. Recognise key ideas in a text. Recognise that a writer can have a message for the reader. Explain a writer's message. Make predictions about possible events. Make predictions about how characters might behave. Know what inference - "reading between the lines" - means. Find inferences about characters' feelings and thoughts. Explain inferences about characters' feelings and thoughts. Give reasons for characters' actions or behaviour.</p>	<p><b>Objectives</b> Understand that there are different purposes for writing. Decide on the purpose of the writing. Talk about ideas for writing. Use a modelled or suggested planning format to map out ideas for writing. Evaluate effectiveness of writing. Make changes following suggestions or with support.</p>	<p><b>Objectives</b> Know what a sentence is and that it makes sense on its own. Know that a sentence (clause) needs a verb. Know that two sentences (clauses) can be joined together to add information. Know that sentences (clauses) can be joined in different ways. Find sentences (clauses) joined by and, but, or (yet, so, for, nor) in reading. Know that these words are called conjunctions. Choose precise nouns to use in writing. Recognise that an adjective gives more information about a noun. Find adjectives in reading and in own writing and talk about their effectiveness. Choose effective adjectives to use in own writing.</p>
<b>Phonics</b>	<b>Phase 5</b>		

**Year Group: 2**

**Autumn 2**

**Unit Written Outcomes:** Narrative - poem  
Instructions -  
Information text

**Application:** Recount of events in story

**Reading Focus:** Core texts  
Poems

**Spoken Language**

**Reading**

**Writing - Composition**

**Writing -Grammar and Vocabulary**

**Objectives**

Give an opinion with a reason.  
Listen to others' opinions.  
Use Standard English to give an opinion.  
Recite/perform own compositions.

**Objectives**

Retell stories with the key events in the correct sequence.  
Retell a story with the key events and the characters.  
Make predictions about possible events and characters' behaviour.  
Know what inference - "reading between the lines" - means.  
Find and explain inferences about characters' feelings and thoughts.  
Give reasons for characters' actions or behaviour.  
Know that books and stories are set in different places and times.  
Find the setting or time in books or stories.  
Discuss the setting or time in books.  
Ask questions to clarify understanding.  
Find and discuss the setting or time in books or stories.  
Know how to find information in a non-fiction book.

**Objectives**

Understand that there are different purposes for writing.  
Talk about ideas for writing.  
Use a modelled or suggested planning format to map out ideas for writing.  
Annotate plan with key language.  
Understand that different language is needed for different types of writing.  
Check that sentences follow a sequence that makes sense.  
Write sentences checking that they make sense.  
Check that sentences start with a capital letter and end with the right end mark for the sentence type.  
Understand that writing, particularly non-narrative, needs organising into sections of related ideas.  
Begin to group related ideas into sections.  
Evaluate effectiveness of writing.  
Make changes following suggestions or with support.

**Objectives**

Know that sentences have different functions.  
Find different sentence types in reading.  
Identify the punctuation needed for different sentence types.  
Notice that a command sentence needs the same punctuation as a statement sentence.  
Notice that a command sentence starts with a verb.  
Notice that question sentences can start in different ways.  
Recognise that a noun phrase can be expanded by an adjective.  
Choose effective adjectives to expand nouns and select the most effective.  
Use noun phrases in own writing to add detail.  
Use the past and present tense in own writing appropriately.  
Know that an apostrophe can indicate ownership.  
Orally rehearse examples of singular possession.  
Write sentences using rehearsed examples.

**Phonics**

**Phase 5**

**Year Group: 2**  
**Spring Term 1**

**Unit Written Outcomes:** New adventure for character  
Information text

**Application:** Recount of any trip or experience if appropriate  
Instructions  
Report

**Reading:** Comics/comic books  
Poems

Spoken Language	Reading	Writing - Composition	Writing - Grammar and Vocabulary
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Know that there are different kinds of stories. Recognise key ideas in a text. Make predictions about possible events and characters' behaviour. Give reasons for characters' actions or behaviour. Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Find favourite words and phrases. Talk about favourite words and phrases. Talk about books or poems read. Give an opinion on books or poems read. Learn a poem by heart. Recite or perform a poem making the meaning clear.</p>	<p><b>Objectives</b> Understand that there are different purposes for writing. Decide on the purpose of the writing. Talk about ideas for writing. Understand that different language is needed for different types of writing. Use a modelled or suggested planning format to map out ideas for writing. Understand that writing needs an effective ending which will differ according to the purpose of the writing. Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing. Make changes following suggestions or with support.</p>	<p><b>Objectives</b> Know that the past tense is used to talk about something that has already happened. Know that the present tense is used to talk about something that is happening now. Find past and present tense verbs in reading and own writing. Use the past and present progressive tenses in oral sentences. Use the past and present progressive tenses in own writing. Check that the tense in own writing is consistent. Choose effective adjectives to expand nouns and select the most effective. Use noun phrases in own writing to add detail. Evaluate the effectiveness of noun phrases used in own writing. Use commas to punctuate sentences where there are items in a list. Know that the job of an apostrophe of contraction is to take the place of letters in a word and find examples in text. Match contracted forms with complete forms. Use apostrophes of contraction in writing.</p>
<p><b>Phonics</b></p>	<p><b>Phase 6: Spelling Scheme – No Nonsense Spelling (Babcock)</b></p>		

**Year Group: 2**  
**Spring Term 2**

**Unit Written Outcomes:** Narrative  
Information text

**Application:** Recount of any trip or experience if appropriate  
Instructions – Recipes  
Fact file

**Reading Focus:** Core text  
Poems

**Spoken Language**

**Reading**

**Writing - Composition**

**Writing -Grammar and Vocabulary**

**Objectives**

Give an opinion with a reason.  
Listen to others' opinions.  
Use Standard English to give an opinion.  
Recite/perform own compositions.

**Objectives**

Know that there are different kinds of stories.  
Recognise key ideas in a text.  
Make predictions about possible events. Use prior knowledge and reading experiences to understand texts.  
Ask questions to clarify understanding.  
Find favourite words and phrases.  
Talk about favourite words and phrases.  
Retell stories with the key events in the correct sequence.  
Talk about the meaning of different poems.  
Recognise that a poem can tell a story.  
Learn a poem by heart.  
Recite or perform a poem making the meaning clear.

**Objectives**

Understand that there are different purposes for writing.  
Decide on the purpose of the writing.  
Talk about ideas for writing.  
Understand that different language is needed for different types of writing.  
Use a modelled or suggested planning format to map out ideas for writing.  
Annotate plan with key language.  
Understand that writing, particularly non-narrative, needs organising into sections of related ideas.  
Begin to group related ideas into sections.  
Evaluate effectiveness of writing.  
Make changes following suggestions or with support.

**Objectives**

Check that the tense in own writing is consistent.  
Choose effective adjectives to expand nouns and select the most effective.  
Use noun phrases in own writing to add detail.  
Evaluate the effectiveness of noun phrases used in own writing.  
Know when to use and use different sentence types in writing.  
Evaluate whether sentences are used appropriately.  
Use earned conjunctions in own writing.

**Phonics**

**Phase 6: Spelling Scheme – No Nonsense Spelling (Babcock)**

**Year Group: 2**  
**Summer Term 1**

**Unit Written Outcomes:** Retell of story in more detail with a focus on developing character and setting  
 Non-chronological report

**Application:** Instructions  
 Recount

**Reading Focus:** Core text  
 Non-fiction texts

Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives</b></p> <p>Give an opinion with a reason.</p> <p>Listen to others' opinions.</p> <p>Use Standard English to give an opinion.</p> <p>Recite/perform own compositions.</p>	<p><b>Objectives</b></p> <p>Recognise key ideas in a text.</p> <p>Make predictions about possible events and characters' behaviour.</p> <p>Know what inference - "reading between the lines" - means.</p> <p>Find and explain inferences about characters' feelings and thoughts.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Use prior knowledge and reading experiences to understand text.</p> <p>Use the context to understand texts.</p> <p>Ask questions to clarify understanding.</p> <p>Find and discuss the setting or time in books or stories.</p> <p>Know that word choice affects meaning.</p> <p>Explain why a writer has chosen a word to affect meaning.</p>	<p><b>Objectives</b></p> <p>Use a modelled or suggested planning format to map out ideas for writing.</p> <p>Understand that writing needs an effective opening which will differ according to the purpose of the writing.</p> <p>Understand that writing needs an effective ending which will differ according to the purpose of the writing.</p> <p>Understand that writing, particularly non-narrative, needs organising into sections of related ideas.</p> <p>Begin to group related ideas into sections.</p> <p>Evaluate effectiveness of writing.</p> <p>Make changes following suggestions or with support.</p>	<p><b>Objectives</b></p> <p>Know when to use and use different sentence types in writing.</p> <p>Evaluate whether sentences are used appropriately.</p> <p>Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction.</p> <p>Use noun phrases in own writing to add detail.</p> <p>Evaluate the effectiveness of noun phrases used in own writing.</p> <p>Use commas to punctuate sentences where there are items in a list.</p> <p>Use apostrophes for singular possession correctly in own writing.</p>
<p><b>Phonics</b></p>	<p><b>Phase 6: Spelling Scheme – No Nonsense Spelling (Babcock)</b></p>		

**Year Group: 2**  
**Summer Term 2**

**Unit Written Outcomes:** Narrative with changed character  
 Information text

**Application:** Recount  
 Instructions

**Reading Focus:** Core text  
 Other stories about similar characters  
 Simile poems  
 Non-fiction texts

Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary
<p><b>Objectives</b>            Give an opinion with a reason.            Listen to others' opinions.            Use Standard English to give an opinion.            Recite/perform own compositions.</p>	<p><b>Objectives</b>            Ask questions to clarify understanding.            Find inferences about characters' feelings and thoughts            Explain inferences about characters' feelings and thoughts.            Give reasons for characters' actions or behaviour.            Make predictions about how characters might behave            Use prior knowledge and reading experiences to understand text            Use the context to understand texts.            Explain why a writer has chosen a word to affect meaning.            Find the setting or time in books or stories.</p>	<p><b>Objectives</b>            Understand that writing, particularly non-narrative, needs organising into sections of related ideas.            Begin to group related ideas into sections.            Understand that writing needs an effective opening which will differ according to the purpose of the writing.            Begin to rehearse and write openings to writing.            Understand that writing needs an effective ending which will differ according to the purpose of the writing.            Begin to rehearse and write endings to writing.            Evaluate effectiveness of writing.            Make changes following suggestions.</p>	<p><b>Objectives</b>            Know when to use different sentence types in writing.            Evaluate whether sentences are used appropriately.            Use noun phrases in own writing to add detail.            Evaluate the effectiveness of noun phrases used in own writing.            Use the past and present simple and progressive tenses in own writing.            Check that the tense in own writing is consistent.            Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction.            Know which conjunctions to use for intended meaning.            Decide whether changes are needed and make them.            Proof read writing for accurate use of learned punctuation.</p>

**Phonics**

**Phase 6: Spelling**

# ***Appendix***

***Examples of planning ideas***

## Autumn 1: Wild Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
<p>Begin with a trip to local forest, park or school wild area. Take photographs of trip. Begin a word bank of precise nouns from a forest habitat and well-chosen adjectives from the experience. Sequence photos and add sequential language. Oral recount and written recount. Introduce the book. Look at the title and discuss. Look at the first page and consider how she might have got to the forest. Record ideas. Note event on map or timeline. Discuss how the animals might be able to help her and make some predictions. Write in sentences. Read next pages and use the text and pictures to find out how they helped her. Think of other ways that they might have helped her. Write in sentences. Look at the next page, discuss meaning of text and complete a thought bubble. Note events on map/timeline. Look at setting – name the nouns, drawing on bank from trip. Add adjectives using bank to support woodland habitat in science.</p>	<p>Look at how prepositions can be used in a setting description. Try out sentences in sentence building game. Write setting description. Look at next page and discuss why she calls the men “animals”. Predict what might happen. Record. Write thought bubbles for the 2 men. Note event on map/timeline. Find clues from the next double page illustration about where they might be going. Record responses. Write a thought bubble for the girl. Note event on map/timeline. Look at the next three pages where the people in the house have the girl with them. Find clues about who they might be and why they might want the girl to live with them. Find out the things that have changed for the girl now she is living in a house. Explain how she feels and why she doesn't understand with clues from the text. Record. Note events on map/timeline. Link with understanding of habitats and why animals are suited to a habitat in science. Look at other habitats and life there.</p>	<p>Look at the pages which show what she does to the house. Use the picture of the living room and develop precise nouns and adjectives. Note event on map/timeline. Look at the pages where she is escaping with the dog and the cat. Freeze frame and thought bubble for each character. Explore the idea in the text “Everyone remembered how she left, and all knew it was alright.” Give reasons for their thinking. Explore the last page. Discuss girl's feelings and the reasons for them. Consider how she has affected the forest creatures and the dog and the cat. Complete map/timeline. Re-read complete text. Think about the girl's feelings and how they change during the story. Devise questions to ask her and evaluate effectiveness. Hot seat girl and discuss what else has been found out. Develop toolkit. Complete fortune graph for girl. Use clines to develop emotions vocabulary and annotate graph. Play conjunctions game with different main clauses and record sentences. Check for meaning and accuracy. Continue to link with habitats and wild life in science.</p>
Week 4	Week 5	Week 6
<p>Use map/timeline to secure the sequence of events. Identify the beginning, middle and end. Revisit sequential language from recount and develop a wider range. Develop expanded noun phrases for characters. Use sentence grid to try out sentences. with sequential language and noun phrases. Annotate map/timeline with language. Retell story orally. Use annotated plan and sentences, descriptions and vocabulary developed in previous weeks to write first draft of story, possibly over 3 days – beginning, middle, end. Evaluate and edit and proof read. In guided reading, discuss the message the writer has for the reader and what can be learned from the story. Link to learning in science. Re-visit earlier question of whether they would like to be the girl. Consider what her name might be.</p>	<p>Read the poem The Grass House several times. Opportunity to learn and perform it. Find unfamiliar vocabulary and discuss and check the meanings. Label the illustration. Write a thought bubble for the little girl. Compare her to the girl in Wild. What is the same and what is different? Explore structure of poem. Re-visit word banks and setting description of forest. Use language and vocabulary to create a poem – The Forest House, using original as a model. This could be a class poem, group or individual. Re-draft, evaluate and proof read. Use non-fiction texts on identified animals and habitats. (Usborne Beginner Series have some well-presented books.) Look at organisation and content. Identify unfamiliar vocabulary and consider and check meaning.</p>	<p>Decide on animal and habitat for information writing. Record facts already known and what they would like to find out. Develop toolkit. Identify key questions on planning format to gather information. Introduce scientific vocabulary – habitat, diet, behaviour, appearance. Write facts under each heading. Experiment with using conjunctions to join facts to add information or explain. Write information text or fact file. Evaluate and edit with a focus on specific word choice. Proof read for accuracy. In guided reading, make connections with other stories with similar characters. Give opinions about Wild. Read The Little Gardener and compare to Wild.</p>

## Autumn 2: Bob the Man on the Moon Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
<p>Children receive signed “postcard” from Bob with double page picture from book. Use this illustration, without showing the children the book, to find out about him. Label picture with the clues. Introduce <b>singular possessive apostrophe</b>. Use to show that everything in the room belongs to Bob. Use in sentences. Think what they would like to ask Bob. Devise questions, looking at how to form questions. Send to Bob. Children receive note with complete book from Bob to explain his life and his job. Read first 4 double pages. On basis of view from window, make prediction. Record other information about Bob. Discuss what he might have to do on the moon. Record.</p>	<p>Role play Bob flying to the moon. Label the control panel with <b>nouns</b>. Find <b>command verbs</b> for each noun. Find <b>time adverbials</b> and order. Use grid to write instructions. Read next double page. Explore illustration and discuss any questions that come to mind. Discuss use of ellipsis. Predict what might happen next. Use illustration of aliens. Discuss thoughts and reasons. Write thought bubbles. Read next double page. Explore illustration and discuss any unanswered questions. Joke matching activity. Read next three double pages. Discuss illustrations and any arising questions. Use word detective grid to discuss and check meaning of any unfamiliar vocabulary.</p>	<p>List Bob’s jobs and discuss other things he might have to do. Discuss what kind of person would be able to do his job. Record ideas with reasons. Draw up set of rules for tourists, applying teaching of <b>command sentences</b> from previous week. Role play visit to the moon as a tourist. Gather ideas under headings. Write postcard as a tourist. Finish reading book. Explore illustrations as before. Find <b>verbs</b> in the text. Identify as <b>present tense</b>. Rewrite sentences in the <b>past tense</b>. Make a timeline of Bob’s day. Find the time adverbials that have been used in the text and add to timeline. In guided reading, Man on the Moon can be revisited or Bob and the Moon tree Mystery can be used.</p>
Week 4	Week 5	Week 6
<p>Give pairs or groups of children different illustrations from the book and find the aliens. Label alien pictures with <b>precise nouns</b>. Build <b>expanded noun phrases</b>. Build sentences Annotate with ideas about what they might be thinking/saying and what they might have done or be going to do. (Role play could happen here.) Develop toolkit Make a timeline for the aliens, using the same sequence as Bob. Annotate with <b>time adverbials</b>. Write a day in the life of aliens. Evaluate and make changes. Proof read.</p>	<p>Read One Giant Leap in three sections. Find facts from book and record on grid. Research Tim Peake and record information on grid. Develop toolkit. Play <b>Conjunctions game</b> and experiment with using conjunctions to join information gathered. Experiment with introductory and closing sentences. Write information text. Evaluate and make changes. Proof read.</p>	<p>Use selected poems from Space Poems in guided reading and in English lessons. Explore numbers poem. List nouns found in space drawing on work from previous weeks. Develop <b>expanded noun phrases</b>. Use building sentences grid to experiment with ideas for poem. Evaluate, edit and redraft sentences. Proof read.</p>

## Spring 1: Traction Man Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
<p>Start with letter to Santa. Explore what might have happened in the accident and record. Use illustration of boy sleeping to find out about him. Read next 3 single pages. Explore illustrations. Use word detective to identify and check meaning of unfamiliar words. Continue to use throughout unit. Write thank you letter to Santa. Begin to fill grid with Traction Man's adventures and add to it as story is read. Have household equipment for children to handle and name. Read next 2 double pages. Discuss illustrations and events. Develop ideas about how to look after Scrubbing Brush and write instructions. Add adverbs. Read next 2 double pages. Explore illustrations and story. Add to grid. Read pages about journey to Granny's. Discuss.</p>	<p>Read up to pages where family are opening gifts. Discuss reactions of characters. Freeze frame and write thought bubbles. Read next single page. Explore feelings and reactions. Use next single page and record prediction. Read to the end. Explore illustrations and events. Recount how he used the wool of his romper suit to rescue the Spoons. Use time adverbials. Reread book and use grid to note response to book. Share ideas. Look at the style of the book – captions, pictures, speech bubbles etc. Look at and find examples of apostrophes of contraction. Discuss and gather examples Comics/comic books could be used in guided reading to develop understanding of the style. Look at how characters are developed. Use grid to gather ideas. Write character profile/s.</p>	<p>Discuss idea of hero and what qualities a hero needs. Complete single bubble. Develop adjectives for hero on synonym wheel. Develop e adverbs. Review grid of Traction Man's adventures and decide whether he is a hero or not. Write some sentences using evidence from the book. Hunt for the use of capital letters in the book. Discuss how and why they have been used- sentence demarcation and for proper nouns. Find verbs in the text. Identify the tense. Sort into simple present and present progressive forms. In groups, look at descriptive language used for each adventure. Revisit each adventure and look at Traction Man's outfit. Look at how commas have been used in a list. Link to science work on materials and explain why each outfit is appropriate.</p>
Week 4	Week 5	Week 6
<p>Revisit end of story where the Scissors are approaching. Develop a name for Scissors. Discuss the materials that would be needed for an outfit to help Traction Man to defeat Scissors. Design and draw an outfit, label it with nouns and adjectives. Use in sentence/s in the style of the writer. Develop the setting for the adventure with Scissors. Label living room with nouns. Develop expanded noun phrases. Use noun phrases in sentences. Develop ideas about what Scissors might do and how Traction Man would respond. Role play ideas. Freeze frame. Write thought/speech bubbles. Develop toolkit.</p>	<p>Use comic strip format for planning new adventure. Draw pictures. Develop captions and text for each picture. Add speech bubbles, thought bubbles, sound effects. Evaluate and make changes. Proof read. Another Traction Man book may be used or information texts about toys from the past.</p>	<p>Return to the different materials used for Traction man's outfits. Explore school and the materials used. List material and where it is used. Research/investigate properties of list on planning format. Research other uses of identified materials. Develop toolkit. Build sentences using conjunction because to explain use of materials. Write a section for each material investigated. Evaluate, make changes and proof read. A selection of Machine poems can be read and discussed.</p>

**Spring 2: Owl and the Pussy Cat Learning Sequence – Unit Overview**

Week 1	Week 2	Week 3
<p>Read first verse.                      Discuss unfamiliar words and possible and correct meanings using word detective. Continue this process as poem is read.                      Start glossary if required. Discuss events and characters. Discuss what they took and explain why. Consider other items that could be taken giving reasons. Thought bubbles for Owl and Pussycat. Read next verse. Explore vocabulary as before. Develop ideas of what they might have seen on the journey. Name them, find adjectives and develop expanded noun phrases to describe them. List verbs to show what they might have been doing. Use sentence building grid to develop sentences. Extend with conjunctions.                      Record, evaluate, redraft and proof read.</p>	<p>Discover a message in a bottle.                      Discuss what message could be in the bottle and who might have sent it.                      Write message back.                      Consider feelings and thoughts as they approach the island.                      Thought bubbles/speech bubbles.                      Use illustration and other pictures of islands.                      Label with nouns, add adjectives to expand.                      Use building sentences grid to experiment.                      Write description of island as they approach using pictures to support ideas.                      Discuss what the Bong-tree might look like.                      Look at Lear's paintings of nonsense flowers and discuss what he has used Draw own Bong-tree and label.                      Describe the tree using prepositions to help.</p>	<p>Read last verse. Explore language as before.                      Draw a map of the island and label it with geographical features. (Topic related.)                      Role play meeting with pig.                      Speech bubbles.                      Discuss what wedding cake might be.                      Think of ingredients - what would Owls and cats like? Review requirements for instructional writing.                      Gather language to show quantities.                      Gather adverbs that could be used.                      Gather range of verbs.                      Write cake recipe.                      Evaluate for good language choices and use of command sentences.                      Proof read. In guided reading review whole poem.                      Explore rhyme and patterned language.</p>

Week 4	Week 5	Week 6
<p>Use map/timeline to secure the sequence of events. Develop toolkit.                      Add in 1 or more of the things seen on the journey. Develop language to sequence events and adverbs to add detail. Annotate map/timeline with language. Retell story orally from plan and evaluate effectiveness of annotations. make changes as appropriate. Use annotated plan and sentences, descriptions and vocabulary developed in previous weeks to write first draft of story. Evaluate, redraft and proof read. In guided reading review poem and learn.                      Work on performance skills.                      Rehearse, perform and evaluate performances.</p>	<p>Consider what might happen next.                      Write prediction.                      Read first three verses of The Further Adventures of the Owl and the Pussycat. Explore language as before.                      Find similarities with first poem.                      Predict what they might do next.                      Continue to read – next 5 verses - and map journey.                      Explore language.                      Discuss the crow and the Pobble who had no toes.                      Consider the solution they found to reclaim the ring.                      Explore and develop vocabulary.                      Predict whether they might have another adventure.                      Consider the other characters. Draw own ideas. Other Edward Lear poems may be read and discussed as appropriate.</p>	<p>Research Edward Lear.                      Develop toolkit.                      Develop questions and research answers.                      Record information found in accurate sentences.                      Practise joining or extending facts with conjunctions.                      Develop format to present information as a fact file.                      Discuss how information could be grouped.                      Record.                      Develop final sentence as an exclamatory sentence. Practise and select most effective.                      Evaluate, redraft and proof read.</p>

## Summer 1: Lila and the Secret of Rain Learning Sequence – Unit Overview

Week 1	Week 2	Week 3
<p>Go for a weather walk – note weather encountered and observe plants and trees.</p> <p>Introduce book and look at cover without title – consider setting. Look at first double page without the text and list what children notice. Annotate picture.</p> <p>Read the next pages and find the jobs that Lila has to do. Find any unfamiliar vocabulary and use word detective grid. Use double bubble to compare what Lila does with what they do. Record in sentences.</p> <p>Look at page where Lila’s mother tells her that without water there can be no life. Discuss what this means and how Lila feels. Write a thought bubble.</p> <p>Introduce the word drought. Look at images and discuss the importance of water.</p> <p>How do we think of water in UK? Is it precious? Consider how we could be more careful with water. Collect ideas. Remind children of what makes good instructions. Turn ideas into a set of instructions.</p>	<p>Read the page where Lila talks to her grandfather. How does Lila feel? Write a thought bubble for her. Predict what you think she might do. Record.</p> <p>How do you think she felt as she was climbing the mountain? Role play the climb and then write thought bubbles. What stories do you think she could tell the sky? Record ideas. What would you tell the sky to make it rain? Record. What else do you think Lila could do to make it rain? Read the next page. Predict what you think might happen next. Record. Read the pages where it begins o rain. Find the clues that tell the reader that the rain is coming. Record in single bubble. Use the word detective grid to note vocabulary and explore the meaning. Look at the pages of the villagers celebrating and Lila and her grandfather. Did Lila really make it rain? Gather ideas and discuss. Record.</p>	<p>Re-read the story and find the key events. Put these on a timeline or map. Develop toolkit</p> <p>Discuss the sequence and possible time adverbials. Add to timeline/map and evaluate effectiveness in ordering story. Revisit Lila’s feelings at different points in the story. Complete synonym wheel, discussing meanings.</p> <p>Role play her feeling worried and look at how we could show the reader she was worried. Complete show and tell activity. Look at opening page. Annotate with nouns, develop synonyms for hot. Develop expanded noun phrases. Find examples of the power of three in the book. Compose some power of 3 sentences and evaluate.</p> <p>Develop exclamatory sentences and evaluate. Use in sentences to create opening for story.</p> <p>In guided reading - find the language used to describe the rain and discuss. Look at the illustrations and how they help to add detail to the story. Link this to the vocabulary and sentence work to create those pictures in words.</p>
Week 4	Week 5	Week 6
<p>Use annotated plan and sentences to write first draft of story. Evaluate and proof read. Discuss the importance of an effective ending and how it can link to the beginning.</p> <p>Look at pictures of Kenya not in drought and develop noun phrases. Use in sentences and use sentences to write a more developed ending which links to the beginning. Write second draft if wished, responding to marking and feedback as appropriate. Evaluate and proof read. In guided reading, discuss the title and give reasons for it. Make possible suggestions for other titles.</p> <p>Revisit book and gather information about Kenya that can be found in the story.</p>	<p>Write questions about what they would like to find out about Kenya. Decide on 4 aspects to research.</p> <p>Develop toolkit. Look at layout of non-fiction texts. and how to find the identified information.</p> <p>Look for key words and language to gather information for topics identified in at least 2 non-fiction books. Information can also be gathered from pictures and websites. Play conjunctions game to join facts.</p> <p>Write sections for each topic. Evaluate and proof read.</p>	<p>Use Venn diagram to compare life in Kenya and life in the UK. Conjunctions game to construct sentences to show similarities and differences. Write final section in report on differences. Look at final sentence in which children express their preference giving reason. Rehearse and use to end report.</p> <p>Evaluate and proof read. In guided reading, read the book Bringing the Rain to Kapiti Plain. Use word detective grid to check vocabulary. Discuss similarities and differences. Record on Venn diagram. State preference with reasons.</p>

**Summer 2: Little Evie in the Wild Wood Learning Sequence – Unit Overview**

Week 1	Week 2	Week 3
<p>Explore front cover without title and find clues, questions and reminders from the picture.                      Read title and discuss, predict what the story could be about. Record. Read the first 2 pages and do word detective activity for unfamiliar vocabulary. Read the next 2 pages without showing children images. Give children copy of the text and highlight language describing setting. Draw image from language. Compare and explain images included using the language from the text. Read next pages up to fox page. Add to word detective sheet as necessary. Discuss reader's feelings and Little Evie's feelings. Write a thought bubble for Evie. Read next page. Word detective sheet for unfamiliar words. Discuss how the atmosphere has been created. Collect examples of description, sounds and movements. Go for a walk in local wood/park, use videos. Collect ideas of things seen and heard.</p>	<p>Develop vocabulary – precise nouns, adjectives and verbs. Build noun phrases. Sort verbs into sounds and actions. Change present tense to simple past and past progressive. Use verbs in sentences with noun phrases experimenting with simple and progressive past. Write description using language developed and sentences explored. Evaluate use of verb form and where the progressive form is more effective. Read the next 2 double pages. Discuss how the writer changes the atmosphere. Record response. Predict what might happen next. Record.                      Explore the way the wolf makes an entrance. Make connections and explain them. Record ideas. Consider Little Evie's feelings and complete what if activity. Think about readers' feelings and predict what might happen. Record.</p>	<p>Read the rest of the book. Discuss the ending. Look for clues about Evie and her grandmother's relationship with the wolf.                      Give an opinion about the book overall. Record response. Introduce similes. Give different sections of text to groups and hunt for the similes. Record on grid. Read Dragonfly poem. Respond to the picture it gives the reader. Collect similes and think about how they help to make the picture.                      Use forest pictures to gather ideas about things that could be used in similes. Think about the picture they would make in the readers' head.                      Write similes. Use in sentences and evaluate.                      Plant a seed and begin diary.                      In guided reading, compare Little Evie in The Wild Wood with Red Riding Hood.                      List other stories with wolves as characters.</p>
Week 4	Week 5	Week 6
<p>Develop toolkit. Consider other bad characters that Little Evie could have met in the Wild Wood. Look at the witch in Hansel and Gretel. Use images of witch. Name nouns. Develop descriptive language using noun phrase activity. Develop verbs for actions and movements and sounds. Use model from book to write how witch appears to Evie. Repeat process with image of good witch. Decide what Evie has in her basket. Develop descriptive sentence. Revisit story and identify sequence of events. Put on timeline/map. Change wolf for witch on plan. Building sentences activity. In guided reading, read a chosen wolf story. Compare with other stories and decide if the wolf is good or bad.</p>	<p>Look at opening and ending of story and discuss how they are linked. by the ideas of her mother and the pathway. Consider how a link could be made by using the house. Experiment with an opening and an ending which mentions the house. Develop exclamatory sentence to add to the ending. Annotate plan as appropriate. Use annotated plan and sentences to write first draft of story. Evaluate and proof read. Write second draft if wished, responding to marking and feedback as appropriate. Evaluate and proof read. In guided reading, read a chosen wolf story. Compare with other stories and decide if the wolf is good or bad.</p>	<p>Revisit information gathered at local park/wood/school wild area about plants, animals and birds seen. Develop toolkit. Use non-fiction books to find key facts and relevant information. Record on planning format. Compose sentences and work on joining some with appropriate conjunctions. Group information appropriately for PowerPoint slides. Evaluate and edit. Proof read for accuracy.                      In guided reading, read final chosen wolf story. Compare with other stories and decide if the wolf is good or bad. Record final response to whether wolves are always bad characters in stories with evidence from stories read.</p>

