Cohort	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 2 **Handwriting** **Reading** **Spelling** **Spoken Language (Speaking and Listening)** **GPS**	BASELINE TEST – READING & MATH **Week 1:** **Create** a timeline on your icon **Create** a fact file on your icon **Hold discussions** about facts learned from the research into the lives of focus Young Icon **Read**, Discuss and annotate your icon's biographies and autobiographies for main features: name, DOB, POB, Family, Education etc. **Homework opportunities**: To conduct research with parental support creating fact files and family trees for Icons as CTs direct **Mantra: S.T.R.I.V.E!** **Intent**: To inspire our pupils and present them with positive role models who have and shaping the world… making a difference. **Impact:** To instil pride and dignity in our diversity at St. Antony's Pupils to know that no matter where there are from or what they look like, each can achieve greatness! Boost desire to become role models & icons for the future Encourage pupils to follow in the footsteps of the young icons being studied Pupils to be inspired that they can achieve anything they put their minds to in school and in their community and the world Pupils can identify that failure/hardships can help them develop determination and resilience to achieve Can state ways they can replicate their role models Reinforce and promote SMSC and Christian and British Values	**NARRATIVE** **Week 1-** Stories with familiar Setting Sister for Sale by Adrian Bradbury Explanation: Life Cycle of a Frog **Writing Purpose** **Story Map** Introduction Build-up Conflict or Climax Resolution **Character Description** Name, Appearance, Personality, Actions... What does the character do in the story? Change **Retell the story - Features** Sentences begin with a capital letter Sentences end with a full stop Characters are included and described A setting is included and described The beginning establishes the character, setting and a triggering event The main text includes sequential events The solution is included **Write own version** **Biography Fact File** Full name Date of birth Place of birth Famous for Who were they? Their life **ASSESSMENT/TEST** **One independent writing piece will be moderated and assessed against National &**	**NARRATIVE** **Week 1**- Poetry Don't Call Alligator Long☐Mouth Till You Cross the River by John Agard Non-chronological Text Shipwrecks **Writing Purpose** **Story Map** Introduction Build-up Conflict or Climax Resolution **Setting Description** **Sentence Openers** – At first, First, Second, Third, Then, Last, Finally, next **Where?** - In the middle.., Under the bridge…, In the distance.., Inside of.., Nearby.., **Comparisons** – However, yet, unlike, despite, **To add information** – Again, also, another, as well as **Time Conjunctions** – One day, one morning, After that, After a while, Afterwards, Meanwhile, A moment later **Retelling the Story - Features** Sentences begin with a capital letter Sentences end with a full stop Characters are included and described A setting is included and described The beginning establishes the character, setting and a triggering event The main text includes sequential events The solution is included **Instruction Text – Features**	**NARRATIVE** **Week 1-** Traditional Tales Beauty and the Beast By Gill Howell Instructions How to make a Thaumatrope **Writing Purpose** **Autobiography** Written past tense Closing statements may use present or future tense Attention grabbing introduction Chronological order Factual anecdotal Adverbials Time conjunctions Adverbials of time, place and number **Character Description** Name, Appearance, Personality, Actions... What does the character do in the story? Change **Retelling the story - Features** Sentences begin with a capital letter Sentences end with a full stop Characters are included and described A setting is included and described The beginning establishes the character, setting and a triggering event The main text includes sequential events The solution is included **Non-Chronological Report**	**NARRATIVE** **Week 1-** Fantasy Worlds Chocolate Planet by Jon Blake Information text How Chocolate is made **Writing Purpose** **Story Map** Introduction Build-up Conflict or Climax Resolution **Character Description** Name, Appearance, Personality, Actions... What does the character do in the story? Change **Retelling the story - Features** Sentences begin with a capital letter Sentences end with a full stop Characters are included and described A setting is included and described The beginning establishes the character, setting and a triggering event The main text includes sequential events The solution is included **Explanation** Use a question title Introduction Use facts to explain how something works or why it happened Chronological order Use a picture to explain something **PHONICS SCREENING TEST** **End of Year** **Teacher Assessment**

	WEEK 2: Write a biography, in the voice of your **Young, Gifted and Great Icon** Include the main features **of biography genre explored in class** Include quotes, teachings and morals **on philosophies and beliefs of the Icon** **Week 3 :** To write an autobiography in the voice of your Young, Gifted and Great Icon including the main features of autobiography genre-including quotes, teachings and morals on philosophies and beliefs **<u>Year 1</u>** MARCUS RASHFORD **<u>Year 2</u>** SHELLY ANN FRASER- PRYCE & DINA ASHER-SMITH **Implementation:** To conduct study through research on designated icon(s) Bio/Auto bio and create a timeline of icon's journey to success Explore, discuss and chart icon's qualities, skills, talents, approach to life Use of research, reading, annotation, analysis, discussion, writing a range of genres to show depth of understanding Incorporate motivational and inspirational quotes from scripture as well as from young role models being studied to foster interest and self-image **Week 4 & 5** To write a diary entry in the voice of Icon: Explore Diary Entries, including the main writing features of the genre and covering a real life experience of the young icon. **Week 6 & 7:** To write letters of gratitude, admiration, appreciation to Icon thanking them for their work, example and actions To write a letter in the voice of Icon to inspire and encourage peers to go after their dreams	**School Standards** **PHONICS ASSESSMENT**	Title Include a list of what is needed Chronological order of steps Bullet points or numbers to separate steps Bossy verbs (imperative) Time conjunctions Use of KS1 exception words Expanded noun phrases to add detail Capital letters and full stops correctly Conjunctions to expand sentences Commas in a list **New version Instructions** **TEACHER ASSESSMENT** **PHONICS ASSESSMENT**	Title Introduction Subheadings Picture Diagram Glossary **<u>ASSESSMENT/TEST</u>** **One independent writing piece will be moderated and assessed against National & School Standards** **PHONICS ASSESSMENT**	

		Composition	READING - Comprehension	Spoken Language Pupils should be taught to:
	Week 8: To publish Best Work in preparation for display or publishing best work using Chrome Books, in books and on display board in class and the hall.			
	Vocabulary, Grammar & Punctuation	Composition	READING - Comprehension	Spoken Language Pupils should be taught to:
	–Say, write and punctuate simple and compound sentences using the conjunctions and, but ,or and so

Use sentences with different forms: statement, question, command ,exclamation

Select, generate and effectively use verbs - Use past tense for narrative

Select, generate and effectively use nouns

Select, generate and effectively use adjectives

 Use subordination for time

Use subordination for reason | Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas

Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade

Write about real and fictional events

Edit and improve their own writing in relation to audience and purpose

Evaluate their writing with adults and peers

Proofread to check for errors in spelling, grammar and punctuation

Read aloud their writing with intonation to make the meaning clear | Read, vocabulary and understanding by:

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently

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

Recognising simple recurring literary language in stories and poetry

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Discussing their favourite words and phrases

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear already read accurately and fluently and those that they listen to by: | Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and build vocabulary and knowledge

Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication |

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Making inferences on the basis of what is being said and done

Answering and asking questions - Predicting what might happen on the basis of what has been read so far and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say books, poems and other material, both those that they listen to and those that they read for themselves.

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Word	Regular plural noun **suffixes** –s or –es **Suffixes** that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the **prefix** un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using **and, but, s**