

<p><b>Year 2</b></p>	<p><b>St Andrew's CE Infants' English focus</b></p>
<p>Term 1</p>	<p>English /Literacy</p> <p><b>Core Text – Lila and the secret of rain, Handa's Surprise, The Drop Goes Plop, Wizard of Oz.</b></p> <p><b>Reading</b></p> <p>To read words accurately  To understand text  Letters and Sounds Revisit phase 5 phonemes, Work within phase 6  Reading comprehensions based on Africa. Book reviews of Handa's Surprise and Lila and the Secret of Rain.  Daily guided reading sessions, fiction and non fiction FOCUS; direct speech  Weekly individual reading of own book.  Weekly visit to the school library as a class.</p> <p><b>Writing</b></p> <p>To write with a purpose  To use imaginative description  To organize writing appropriately  To use paragraphs  To use sentences appropriately  To present neatly  To spell correctly  To punctuate accurately  Analysis of writing  To present writing</p> <p><b>Animal fact files</b></p>

	<p>Book reviews (<i>Lila and the Secret of Rain</i>)</p> <p>Descriptive writing (adjectives and adverbs) based on <i>Handa's Surprise</i>.</p> <p>Write a playscript and their own version of an imaginary place to visit. (<i>Wizard of Oz</i>).</p> <p>Factual writing (weather forecast).</p> <p>Weather related diary (How do we know it's Winter?) Gather and record data.</p> <p>Writing labels and captions to go with diagrams (<i>Continents of the world, African countries</i>).</p> <p>Weather poem. Pattern poems, writing descriptions.</p> <p>Wanted poster for the Witch. Was it Dorothy's fault that the house landed on the Witch?</p> <p>Write a report (zig zag tree book.)</p>
Term 2/3	<p>Core Text – 'Way Back Home' and 'The Sea of Tranquility.'</p> <p>To understand text</p> <p>Letters and Sounds Revisit phase 5 phonemes, Work within phase 6</p> <p>Reading comprehensions based on Science Centre visit.</p> <p>Daily guided reading sessions, fiction and non fiction FOCUS; direct speech</p> <p>Weekly individual reading of own book.</p> <p>Weekly visit to the school library as a class.</p> <p>Writing</p> <p>To write with a purpose</p> <p>To use imaginative description</p> <p>To organize writing appropriately</p> <p>To use paragraphs</p> <p>To use sentences appropriately</p> <p>To present neatly</p> <p>To spell correctly</p> <p>To punctuate accurately</p> <p>To analyse writing</p> <p>To present writing</p> <p>Writing a book report / review of the '<b>Sea of Tranquility</b>'</p> <p>Writing a Science Centre booklet with information about our trip. (non chronological report)</p> <p>Writing a Neil Armstrong fact file and a space passport</p> <p>Writing questions to ask Neil and Buzz</p> <p>Writing imagining that they are Neil Armstrong landing on the moon. (diary entry)</p>

	<p>Labelling space rockets and diagrams of the Solar System</p>
<p><b>Term 4</b></p>	<p><b>Core Text ‘Georges Marvellous Medicine, The Twits, Charlie and the Chocolate Factory, The Enormous Crocodile</b></p> <p><b>Reading</b>          To regard reading as a pleasurable activity          To work out the sense of a sentence by re reading or reading ahead. To focus on meaning derived from text as a whole. To use their knowledge of book conventions structure, sequence and presentational devises. To draw on their background knowledge and understanding of the content. To identify and describe characters, events and settings in fiction. To use their knowledge of sequence and story language when they are retelling stories and predicting events. To express preferences giving reasons. To determine the differences between fiction and non fiction. To read and recite poems.          To share favourite words and phrases and clarifies the meaning through discussion          To discuss what they have read.          Asks and answers questions based on inference.</p> <p><b>Writing</b>          To demark most sentences with capital letters and full stops and some use of question marks and exclamation marks.          To use sentences with different forms in their writing – statement, question, command and exclamation          To use some expanded noun phrases to describe and specify.          To use present and past tense MOSTLY correctly and consistently.          To use coordination (and or but) and SOME subordination (when if but)</p> <p><b>SPELLING</b>          To segment spoken words into phonemes and represent these by graphemes, spelling MANY correctly.          To spell MANY (50 %) of the common exception words for year 1 and 2.          To spell some words with contracted forms (can’t, don’t)          To add suffixes/ prefixes to spell SOME words correctly (ment, ness, full, less, ly) (dis, un)</p> <p><b>HANDWRITING</b>          To begin to join handwriting in some of their writing.          To write letters in the correct size (capital letters and lower case) and space the letters and words correctly.</p> <p><b>GENRES – based around 4 books, one a week ‘The Twits’, ‘Georges Marvellous Medicine’, ‘Charlie and the Chocolate Factory’, ‘The enormous Crocodile’</b></p> <p>*writing letters to Augustus Gloop/Willy Wonka about healthy eating (Persuasive letter).          *Writing instructions (Instructions/commands for the Twits for keeping healthy.)          *Character description enormous crocodile, insects from James and the Giant Peach)          *Writing a menu for a healthy meal</p>

	<ul style="list-style-type: none"> <li>*Writing instructions for a Marvellous Medicine</li> <li>*labelling, writing captions (body parts) Label The Twits</li> <li>*descriptive writing (describing fruit and vegetables) -</li> <li>*posters advertising the Golden Tickets</li> <li>*writing a new ending for The Enormous Crocodile</li> <li>*Writing a sound / shape poem using Roald Dahl fun language.</li> <li>*Listening and commenting on poems (Roald Dahl and Micheal Rosen)</li> <li>*reading and listening comprehensions (fantastic Mr Fox and a range of RD books)</li> <li>*Read a chapter of a RD book and children write the next chapter – predicting what may happen.</li> </ul>
<b>TERM 5</b>	<p><b>Core Text – ‘Grimm’s Fairy Tales, DK Castles and Knights.</b></p> <p><b>Reading</b>  To regard reading as a pleasurable activity  To work out the sense of a sentence by re reading or reading ahead. To focus on meaning derived from text as a whole. To use their knowledge of book conventions structure, sequence and presentational devises. To draw on their background knowledge and understanding of the content. To identify and describe characters, events and settings in fiction. To use their knowledge of sequence and story language when they are retelling stories and predicting events. To express preferences giving reasons. To determine the differences between fiction and non fiction. To read and recite poems.  To share favourite words and phrases and clarify the meaning through discussion  To discuss what they have read.  Asks and answers questions based on inference.</p> <p><b>Writing</b>  To demark most sentences with capital letters and full stops and some use of question marks and exclamation marks.  To use sentences with different forms in their writing – statement, question, command and exclamation  To use some expanded noun phrases to describe and specify.  To use present and past tense <b>MOSTLY</b> correctly and consistently.  To use coordination (and or but) and <b>SOME</b> subordination (when if but)</p> <p><b>SPELLING</b>  To segment spoken words into phonemes and represent these by graphemes, spelling <b>MANY</b> correctly.  To spell <b>MANY</b> (50 %) of the common exception words for year 1 and 2.  To spell some words with contracted forms (can’t, don’t)  To add suffixes to spell <b>SOME</b> words correctly (ment, ness, full, less, ly)</p> <p><b>HANDWRITING</b>  To begin to join handwriting in some of their writing.</p>

	<p>To write letters in the correct size (capital letters and lower case) and space the letters and words correctly.</p> <p><b>GENRES</b></p> <p>Narrative – writing their own fairy tale / traditional stories. Planning stories and writing about the elements of a fairy tale.  Writing for different purposes – giving an opinion.....If I were King / Queen for a day  Which is my favorite fairy tale and why?  Postcard writing / letter writing – letter from a character, writing in character.  Factual/ non fiction writing – writing about the different roles in a castle  Labelling and writing captions – labelling knights and castles.  Writing instructions and ingredients – the ingredients for a fairy tale and the ingredients for a magic potion.</p>
<p><b>Term 6</b></p>	<p>Core Text – ‘ The Great Fire of London.’”</p> <p><b>Reading</b></p> <p>To regard reading as a pleasurable activity  To work out the sense of a sentence by re reading or reading ahead. To focus on meaning derived from text as a whole. To use their knowledge of book conventions structure, sequence and presentational devises. To draw on their background knowledge and understanding of the content. To identify and describe characters, events and settings in fiction. To use their knowledge of sequence and story language when they are retelling stories and predicting events. To express preferences giving reasons. To determine the differences between fiction and non fiction. To read and recite poems.  To share favourite words and phrases and clarifies the meaning through discussion  To discuss what they have read.  Asks and answers questions based on inference.</p> <p><b>Phonics and spelling – Suffixes, tenses, plurals, grammar, terminology (nouns, verbs, adjectives, adverbs.) see separate plan</b></p> <p><b>Writing</b></p> <p>To write chronological reports – a report / booklet about the Great Fire of London.  To use imaginative description – write a diary extract from Samuel Pepys Diary (Great Fire of London)  To write with an awareness of the audience – Newspaper report about The Great Fire of London.  To spell correctly – see letters and sounds planning. To use cursive writing throughout.  To use punctuation accurately.  To write for different purposes (instructions, lists, captions, recounts, non chronological report, explanation text)  To assemble information, using headings and subheadings.-  To understand grammatical terminology in the English PoS for KS!  Proof read/draft own writing.  To write grammatically accurate sentences</p>

To write sentences dictated by the teacher that includes GPC and common exception words.