



Links to other subject units this term	
See below for links to other subjects.	
Prior Learning	
The skills required to complete each of these writing tasks will build upon those undertaken in the Autumn Term. These are set out in the assessment milestones at the end of this document.	
Key vocabulary for this unit	
As set out in The English Programmes of Study key stages 1 and 2 See link below https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_c urriculum - English 220714.pdf	
These activities have been set out in non-chronological order but outline the genres of writing to be covered this term.	
Writing Non- chronological writing (information texts)	Geography – We will place emphasis on reading and recalling information relating to a specific area of the world – Kenya – and present factual information using titles and sub headings to demarcate different parts of the writing from others. It is important for the children to be introduced to a variety of text styles which they can use as a model for their own work. Science – We will be learning and writing about animals, including humans, and their habitats around the world. As in the geography tasks, the layout of their work may vary and writing templates will help the children organise their work in different ways.
Writing Chronological writing	History – We will write about the lives and achievements of significant explorers through history; learning about their place on the time line of world events and pinpointing facts about their lives and achievements through our writing.

Writing Explanations	Geography – There will be an opportunity to look at National Parks in Africa, design their own and write an explanation of why they have located features (such as encampments and gates) in specific places. These explanations may take the form of full sentences or short phrases.
Narrative Writing	Geography - The children will learn how pattern and rhyme can be used to create a story when writing in the style of ‘Bringing the Rain to Kapiti Plain’.
Procedural Writing	Geography – Following on from our reading of the book ‘Mama Panya’s Pancakes’, the children will write and follow their own recipe in order to make a food item. Their writing will include key elements relating to instructional texts such as bullet points, time connectives and imperative (bossy) verbs.
Report / journal	Write an imagined personal account about a day in the life of a child in another continent – Africa. (Kenya) This journal will be in chronological order and will require the children to empathise with the character that they are portraying.
Reading	<p>The children’s day-to-day reading should now be more varied and reflect not only what they need to read to improve their word recognition skills, but also be used to help improve their writing.</p> <p>Geography – Texts have been chosen relating to the countries we will be exploring. Our main focus will be on Kenya. As well as fact based texts, we will look at legends and stories relating to fictional children living life in different countries.</p> <p>History – Texts relating to significant explorers through history. Our reading will require us to learn a variety of new vocabulary relating to places, people, equipment</p> <p>Science – The children will read information online using ebooks as well as paper texts and they will be required to talk about and highlight key information (such as life cycles and food chains) which can then be used in their own writing.</p> <p>Comprehension - Texts will be chosen to support the theme or subject being studied, as well as to practice a particular skill such as subject retrieval, inference, sequencing and prediction.</p> <p>Guided reading – Reading and subsequent discussion of points raised from the text, both literal and inferred, will be structured around the subject material. This is a skill that can be reinforced at home when reading and discussing a book with your child.</p>
Spelling	Spelling should be, at least, phonetically plausible and the spelling patterns taught and learnt each week should feed into their everyday writing.

	<p>We continue to look each week at new spelling patterns and take 10 core spellings as a starting point to being able to apply the rules we have learnt to unfamiliar words within our written texts. The Yr 2 Common Exception Words (those not following spelling 'rules') will be learnt in groups of 10 throughout the term and year.</p> <p>Children are required to practice their spellings at home and can access Spelling Shed as an interactive, fun and motivational way of learning.</p>
Handwriting	<p>Children continue to transition from using printed to cursive text, following the agreed school handwriting joins.</p>
Assessment milestones	

Reading:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Spelling:

spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, the girl's book].
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- Re-read these books to build up their fluency and confidence in word reading.
- 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
- 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

Handwriting:

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

- Being introduced to non-fiction books that are structured in different ways.
- 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.

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

- 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.
- Participate in discussion about books, poems and other works that

Writing:

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
- Sentences with different forms: statement, question, exclamation, command.
- Expanded noun phrases to describe and specify [for example, the blue butterfly].
- The present and past tenses correctly and consistently including the progressive form.
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- The grammar for year 2 in English Appendix 2.
- Some features of written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Develop positive attitudes towards and stamina for writing by:

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

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.

are read to them and those that they can read for themselves, taking turns and listening to what others say.

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Notes and guidance (non-statutory) Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').

- Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils.
- 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].
- Read aloud what they have written with appropriate intonation to make the meaning clear.