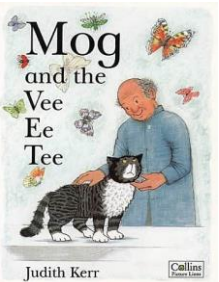
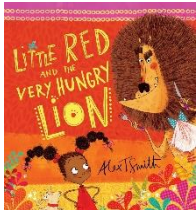
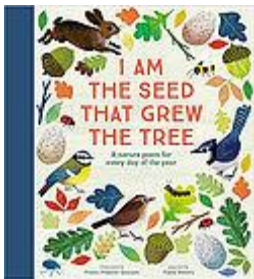
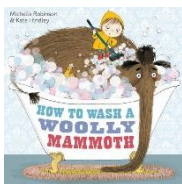


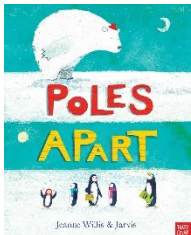
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Mog and the Vee Ee Tee - Judith Kerr GPS focus: sentences with different forms (statements/ questions) learning to spell more words with contracted forms present and past tenses	Decoding	continue to apply phonic knowledge and skills read words containing common suffixes discussing the sequence of events in books and how items of information are related	Choose from: * Make a list of words that could be used to describe Mog. How does the author describe her? * There are lots of books about Mog - plan a new story about her, knowing what you know about her after reading.	writing narratives about personal experiences and those of others (real and fictional) writing for different purposes planning or saying out loud what they are going to write about	couldn't probably evening supper rude meow rushed quietly bark squawk perhaps thorn wild (out of control) dreamt
	Ordering Events	becoming increasingly familiar with and retelling a wider range of stories making inferences on the basis of what is being said and done answering and asking questions	* Retell the story from the point of view of Mog or a another character in the story. * Write some instructions to teach people how to look after a cat like Mog. * Think of some speech / thought bubbles for the characters in each illustration.	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	
	Prediction	predicting what might happen on the basis of what has been read so far participate in discussion about books that 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	* Write an apology letter from Mog to the Vet. .		

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Little Red and the Very Hungry Lion GPS focus: Capital letters	Decoding Comprehension/Retrieval	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	Choose from: * Story re-telling * Character descriptions: - The lion - Little Red * Writing another prank to add into the story * An apology letter from the lion to Little Red	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 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] expanded noun phrases to describe and specify subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	sly starving mischievous helpful joyful caring sneaky grumpy annoyed cheeky strong unsatisfied satisfied

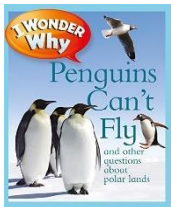
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 The Great Fire of London - Izzi Howell GPS focus: Compound nouns	Decoding Comprehension/Retrieval	- listening to, discussing and expressing views about a wide range 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 - being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - 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	Choose from: * Newspaper report about the breakout and spread of the fire. * A speech as one of the fire fighters/major, telling the public about what had happened. * Write a description of house from London at that time and a description of your house now. Compare the two. * A job advert for a fire fighter. * Diary as Samuel Peyps * Explanation text of how the fire happened	- writing about real events - writing for different purposes - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence	archaeologists architects ashes bakery eyewitness fire hooks government gunpowder Samuel Peyps plague possessions Pudding Lane

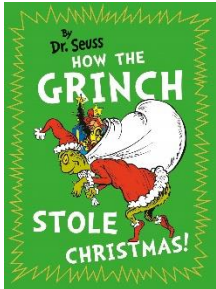
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 September 7th September 9th GPS Focus: Statements		- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently - 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 - drawing on what they already know or on background information and vocabulary provided by the teacher - answering and asking questions - participate in discussion about books, poems and other works that 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	* Write another version of September 7th with a new object * Write a narrative relating to the poem * Write another poem about another insect * Write a narrative about the insect * Write an information text about a spider	- writing poetry - 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 - evaluating their writing with the teacher and other pupils - read aloud what they have written with appropriate intonation to make the meaning clear	seeds merchant tailor cloak windowpane cast dew nimble

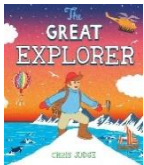
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 How to Wash a Woolly Mammoth, Michelle Robinson GPS focus: Sentence types - commands -ing suffix	Decoding Comprehension/Retrieval	* continue to apply phonic knowledge 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 * listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently * recognising simple recurring literary language in stories * answering and asking questions * making inferences on the basis of what is being said and done	* Write a set of instructions on how to clean an Arctic/Antarctic animal * Describe the mammoth * Write a set of instructions for making hot chocolate * Label a mammoth and other animals (from the poles) * Write additional pages for washing the mammoth, which follow the pattern the author has set out	* develop positive attitudes towards and stamina for writing by for different purposes * planning or saying out loud what they are going to write about * learn how to use sentences with different forms: <u>statement</u>, question, exclamation, <u>command</u>	wool guide thirsty heavy-duty scrubbing terribly tickly umbrella eyes trampoline share towel snuggle woolly mammoth Imperative verbs: follow add fill start wash make let throw snuggle

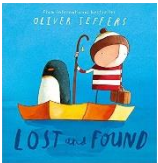
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Poles Apart. Jeanne Willis GPS focus: Writing Questions	Decoding Comprehension/Retrieval	* continue to apply phonic knowledge and skills as the route to decode words 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 * 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 * 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	* Completing a new page in the book centred around our city/village * A newspaper report about penguins in the Arctic * Missing poster about penguins in the Arctic * Retelling the story in own words * A diary entry from one of the young penguins/polar bear * Setting/character description	* develop positive attitudes towards and stamina for writing by 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, encapsulating what they want to say, sentence by sentence * expanded noun phrases to describe and specify	enormous furry white awesome busy charming wonderful hot huge dazzling

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Crackle! Spit! By Marie Thom GPS focus: Onomatopoeia – words used for effect	Decoding Comprehension/Retrieval	*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 *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently *recognising simple recurring literary language in stories and poetry +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 *making inferences on the basis of what is being said and done *participate in discussion about poems and other works that 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 poems, both those that they listen to and those that they read for themselves	* Information texts about why we celebrate bonfire night * Writing the letter to the king about the plot * Poetry using onomatopoeia * Poetry using similes * Senses poems	* develop positive attitudes towards and stamina for writing by writing poetry * consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary *read aloud what they have written with appropriate intonation to make the meaning clear	crackle spit frazzle pop whizz zoom zap fizz bang boom pop blast swoop swoosh crash snap ping whoosh ping zip

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 I Wonder Why...Penguins Can't Fly GPS focus: contracted forms/sentence types - questions and statements	Decoding Comprehension/Retrieval	* read accurately words of two or more syllables *listening to, discussing and expressing views about a wide range 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 * being introduced to non-fiction books that are structured in different ways *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *drawing on what they already know or on background information and vocabulary provided by the teacher * answering and asking questions * participate in discussion about books, poems and other works that 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	* Arctic animal non-chronological report * Setting description of habitat * Diary entry - a day in the life of a penguin * Interview questions for an Arctic explorer	* develop positive attitudes towards and stamina for writing by writing for different purposes * consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence * learn how to use sentences with different forms: statement, question, exclamation, command * learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	permanent expedition huskies haul igloo temporary shelters

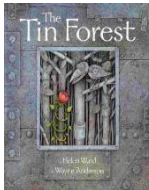
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 How the Grinch Stole Christmas, Dr. Seuss GPS focus: past tense verbs (adding -ed)	Decoding Comprehension/Retrieval	* continue to apply phonic knowledge and skills 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 * 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 * recognising simple recurring literary language in stories and poetry * 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	* What is the Grinch's awful idea? (Narrative continuation) * An invitation inviting the Grinch to Christmas celebrations * Newspaper report about the stolen Christmas * A letter from the Grinch to the Whos explaining why he stole Christmas * A wanted poster for the Grinch * An interview of the Grinch	* apply spelling rules and guidance, as listed in English Appendix 1 * develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) and writing for different purposes * learn how to use the past tenses correctly and consistently	snarled growled hated laughed chuckled clucked hissed climbed slithered grinned whizzed stopped patted paused

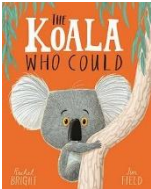
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 The Great Explorer, Chris Judge GPS Focus: synonyms	Descriptive Vocabulary	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Description of the Northern Lights * Alternative ending narrative * Book Review * Poetry about the Northern Lights * Newspaper report about the dad being found	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	famous explorer resolved globe horizon fortunately unhitched spectacular satellite plummeted parachute undaunted flare

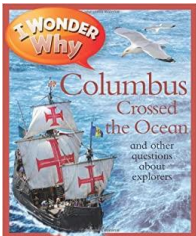
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Lost and Found, Oliver Jeffers GPS Focus: Conjunctions	Conjunctions	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Character description and summary about the boy * Diary entry as the penguin * Diary entry as the boy * Write a letter back home * Information text about penguins	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	ignored floated disappoint discovered harbour delighted suddenly realise

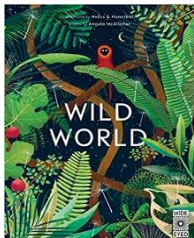
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS focus: Suffixes	Non-fiction writing	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction 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 - being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - 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	* Writing their own version of an information text using the format of this author * Adventure narrative about one of the adventurers * Welcome leaflet for one of the discovered countries * TV advertisement for one of the countries visited	- writing about real events - writing for different purposes - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence	tundra prolific indigenous ceremonies trekking expedition risky instinct valley unusual

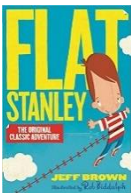
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
The Monster's Alphabet, Pie Corbett GPS Focus: Rhyme	Rhyming words	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently - 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 - drawing on what they already know or on background information and vocabulary provided by the teacher - answering and asking questions - participate in discussion about books, poems and other works that 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	* Rewrite poem using their own monsters/animals * Write another style of poem about a monster * Poetry review	- writing poetry - 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 - evaluating their writing with the teacher and other pupils - read aloud what they have written with appropriate intonation to make the meaning clear	sewer skewer scene jealousy minotaur ogre lark nuisance sprite prowling unveiling zealous

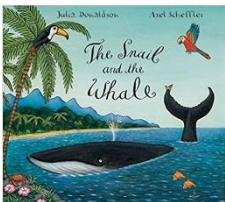
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS; Expanded noun phrases	Descriptive Vocabulary	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Diary entry as the old man * Alternative ending * Instructions on how to build the forest * Additional chapter to explain how the man got to the tin wasteland * Book review * Rewrite with different characters and materials	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	windswept sifting sorting burying wild tropical exotic sprouted emerged plain perched

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS Focus: Adverbs	Adverbial Phrases	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Use the title of this book as the starting point for an independent story. * Retell the story from Kevin's point of view. Add detail that tells others how he feels. * Write a character profile for Kevin using information that the author tells us about him. * Write your own story about a character who has to deal with a change in their life. * Think of some speech/bubbles to add to Kevin's character in the illustrations. * Write a diary entry from Kevin's point of view for the day after his tree fell down. How does he feel about what happened? How has his life changed?	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	dawn breeze creature clung fellow tuft pace wombat chatter gathered first-class

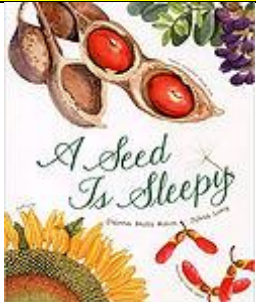
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS Focus: Suffixes	Non-fiction text structures	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and 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 - being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - 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	* A recount of Neil Armstrong * A recount from Christopher Columbus * Instructions/labelling for packing a bag for an exploration mission * Information text about a mission * Senses poem about being in space	- writing about real events - writing for different purposes - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence	craft surface mysteries ocean depths unsolved frontier modern-day

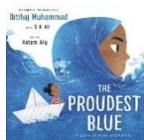
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Coral Reef	Expanded noun phrases	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently - 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 - drawing on what they already know or on background information and vocabulary provided by the teacher - answering and asking questions - participate in discussion about books, poems and other works that 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	* Poetry about another habitat * Narrative about a fish in the coral reef * Narrative about a shark in the coral reef * Setting description * Information text about the Great Barrier Reef	- writing poetry - 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 - evaluating their writing with the teacher and other pupils - read aloud what they have written with appropriate intonation to make the meaning clear	- jewel - trinkets - plunge - polyps - gems - colonies - weary - skulking - nooks - crannies - crevice

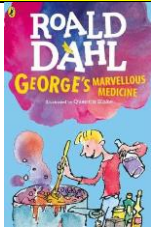
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS Focus: Apostrophes	Inference	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Letter to his friend in California * Agony Aunt letter to help Mrs Lambchop * Postcard from California back to his family * Make a list of the things that Stanley might need on his trip to America. * Write a Stanley's diary during the * Create a 'Wanted' poster to help people to identify the criminals who might have stolen the paintings from the Famous Museum. * Plan and create a new visitor guide for the Famous Museum. * Write a sequel to Flat Stanley	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	marvel alter shaft hasty fragile jostle blush patient gust permission rummage bulge

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS Focus: Action verbs/suffixes	Inference	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Look at pictures of snails and whales and think of words / sentences / paragraphs to describe them * Look at one of the pictures, without the accompanying text. Write about that part of the creatures' adventure? Could you think of words / phrases to describe what is happening in the illustration? * Look at the illustrations and think of speech / thought bubbles for the animals shown. * Write a newspaper report about the people (and the snail) who saved the whale. * Write a letter from the snail that tells his friends about his adventure. * Write own story about two different creatures who go on a big adventure together.	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	slithered gazed dock sniffed sighed looped curled immensely wonderful arched crashed foamed frolicked earsplitting beached helpless terribly



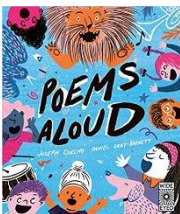
Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
	Non-fiction structured in different ways	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction 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 - being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - 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	* Planting own seeds and writing a plant journal * Diary of how the seed grows * Go on a seed hunt and describe each seed in an information text * Label and caption the life cycle of a plant	- writing about real events - writing for different purposes - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence	- minerals - feasts - dew - icicles - shed - gravity - shoot

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
	Inference	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Writing similes * Write a narrative about siblings sticking up for each other * Write Faizah's diary entry * Information text about religious pieces of clothing	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	squint curtsey hijab regular recess pounding pavement hurtful

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS Focus - suffix -ly		continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent listening to, discussing and expressing views about contemporary stories at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher 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	* Write a character profile for George and his grandma. * Write a biography for George's grandma... What happened to her during her life? Why did she become so grumpy? Carry out a 'hot seat' activity with grandma to reflect on the story from her point of view. * Make a poster to advertise George's new medicine to farmers. * Make a shape poem inside a picture of a medicine bottle (see Resources below). * Write a set of instructions to teach someone how to make their own marvellous medicine	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	beckon splendid enormous goggle gabled properly thrush scrawny



Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS focus: Past tense verbs	Decoding Comprehension/Retrieval	* read words containing common suffixes * listening to, discussing and expressing views about 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 * being introduced to non-fiction books that are structured in different ways * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * 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 * participate in discussion about books, poems and other works that 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	* Recount of RP's story * Newspaper report about the boycott * Newspaper report about Rosa giving up her seat * Information text about Rosa Parks * Discussion about segregation	writing narratives about personal experiences and those of others writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	city segregation brave slavery equal rights rules inspired regular

Year 2 English					
Book	Key Focus	Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 'Something Wondrous' GPS focus: noun phrases	Inference	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently - 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 - drawing on what they already know or on background information and vocabulary provided by the teacher - answering and asking questions - participate in discussion about books, poems and other works that 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	* Writing a version of their own * Writing a poem of another dream * A narrative to match the original poem	- writing poetry - 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 - evaluating their writing with the teacher and other pupils - read aloud what they have written with appropriate intonation to make the meaning clear	roa m luminescing curiosity wondrous awed breath tickled

