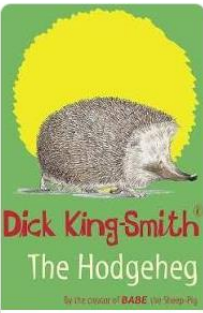







St Andrews Methodist Primary School
Reading Spine
Year 2

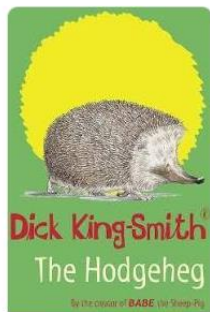


	Class Read	Focused texts	Genres of writing	Objectives covered
Autumn 1	<p>The Hodge Heg Dick King Smith</p> 	<p>Biscuit Bear Mini Grey</p>  <p>Pumpkin Soup Helen Cooper</p>  <p>Chocolate Cake Michael Rosen</p> 	<p><u>Narrative</u> Write a narrative about a personal experience</p> <p><u>Non Fiction</u> Instructions, poster and postcard</p> <p><u>Explanation text on the Great Fire of London</u></p> <p><u>Poetry</u> Acrostic poem Perform poetry</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • 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 • use full stops and capital letters accurate to demarcate sentences • use spacing between words that reflects the size of the letter • 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 • use sentences with different form ie command • expanded noun phrases to describe and specify • commas for lists • writing poetry <p><u>Reading</u></p> <ul style="list-style-type: none"> • recognising simple recurring literary language in poetry • learn and recite poems by heart beginning to use • discussing the sequence of events in books • 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



Autumn 2

The Hodge Heg
Dick King Smith



Nonfiction
Books About
Winter and Snow

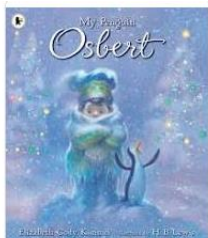


The Great Explorer
Chris Judge



My Penguin
Osbert
Elizabeth Kimmel

National Geographic
readers: Penguins!



Narrative

Descriptive writing
Recount of their own
experience
Character and setting
description

Non fiction

Non Chronological
Report about penguins
Letter


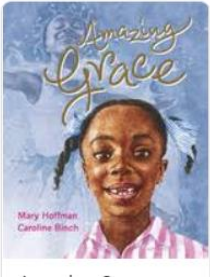
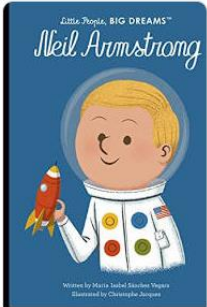
Writing

- 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 lower case letters correctly
- use spacing between words that reflects the size of the letter
- writing narratives about personal experiences
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Select, generate and effectively use verbs and nouns.
- expanded noun phrases to describe and specify
- commas for lists

Reading

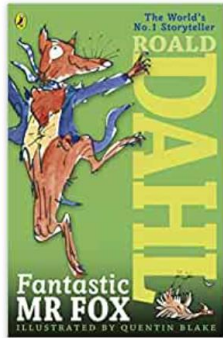
- recognising simple recurring literary language in poetry
- learn and recite poems by heart beginning to use
- discussing the sequence of events in books
- being introduced to non-fiction books that are structured in different ways



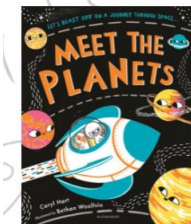
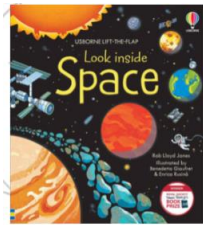
		<p>A Visit from St. Nicholas, Clement Clarke Moore</p> 	<p>Poetry -Perform poetry -Recreating individual version's of the poem</p>	
<p>Spring 1</p>	<p>Amazing Grace by Mary Hoffman and Caroline Binch</p>  <p>Fantastic Mr Fox by Roald Dahl</p>	<p>Neil Armstrong (Little people BIG dreams) Maria Vegara</p>  <p>Man on the Moon Simon Bartram</p>	<p>Non Fiction Non Chronological Report about Neil Armstrong Persuasive advert to visit Space Letters to and from Bob Diary recount</p> <p>Narrative Character descriptions of aliens. Setting description of space.</p>	<p>Writing</p> <ul style="list-style-type: none"> • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • expanded noun phrases to describe and specify • 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 • re-reading/proof reading to check that their writing makes sense • writing for different purposes • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly • Select, generate and effectively use verbs and nouns. <p>Reading</p> <ul style="list-style-type: none"> • 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



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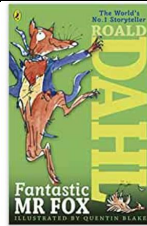
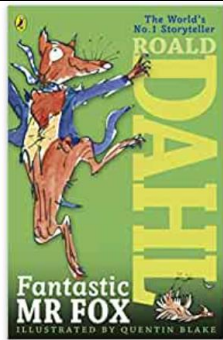


Look inside- Space by Roby Lloyd
 Meet the Planets by Carol Heart



- be introduced to non-fiction books
- drawing on what they already know

Spring 2	Fantastic Mr Fox by Roald Dahl	Fantastic Mr Fox by Roald Dahl	<p>Poetry Smeds and Smoos</p> <p>Non fiction</p>	<p>Writing</p> <ul style="list-style-type: none"> • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • expanded noun phrases to describe and specify • planning or saying out loud what they are going to write about
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Tuesday
David Wiesner



Traction Man
Mini Grey



News report on the frog incident (a recorded news report)
Non chronological report about frogs

Narrative

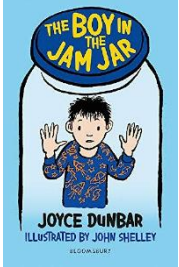
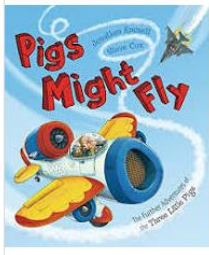
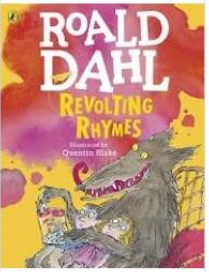

Character description of villains
Recount of Traction Man events

- writing down ideas and/or key words, including new vocabulary
- evaluating their writing with the teacher and other pupils
- re-reading/proof reading to check that their writing makes sense
- writing for different purposes
- sentences with different forms: statement, question, exclamation, command
- the present and past tenses correctly

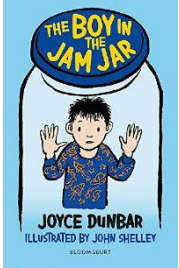
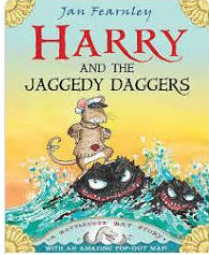

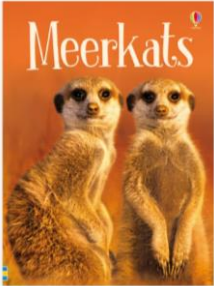
Reading

- recognising simple recurring literary language in poetry
- learn and recite poems by heart beginning to use
- 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



<p>Summer 1</p>	<p>The boy in the Jam Jar Joyce Dunbar</p> 	<p>Pigs Might Fly Jonathon Emmet/Steve Cox</p>  <p>Revolting Rhymes Roald Dahl</p>  <p>The Clock Tower- Literacy Shed</p> 	<p><u>Narrative</u> Fairy Tales with a twist Rewrite narratives e.g. Cats might fly Descriptions</p> <p><u>Non Fiction</u> Persuasive advert- 'Pie in the sky' Air Race</p> <p><u>Poetry</u> Write and perform poetry</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • write coherent narratives (that make sense) about personal experiences • plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> • select, generate and effectively use verbs and nouns. • use expanded noun phrases. • use subordination for time • use sentences with different forms: statement, question, command and exclamation. • 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 • re-reading/proof reading to check that their writing makes sense • writing for different purposes <p><u>Reading</u></p> <ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • recognising simple recurring literary language in stories and poetry • 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
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<p>Summer 2</p>	<p>The boy in the Jam Jar Joyce Dunbar</p> 	<p>Harry and the Jaggedy Daggers</p>  <p>Meerkat Mail</p>  <p>Meerkats-Usbourne Publishing</p> 	<p><u>Narrative</u> Description of the storm Retelling of a narrative</p> <p><u>Non fiction</u> Newspaper report Letters WANTED poster Diary</p>	<p><u>Writing</u></p> <ul style="list-style-type: none">• write coherent narratives (that make sense) about personal experiences• plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i>• select, generate and effectively use verbs and nouns.• use expanded noun phrases.• use subordination for time• use sentences with different forms: statement, question, command and exclamation.• 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• re-reading/proof reading to check that their writing makes sense• writing for different purposes <p><u>Reading</u></p> <ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• discussing their favourite words and phrases• 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• participate in discussion about books,
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St Andrews Methodist Primary School
Reading Spine
Year 2



Writing Objectives taught throughout:

- 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.

Writing Objectives taught independently and applied to writing:

- 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

Reading Objectives taught throughout:

***All Reading Objectives are covered within Guided Reading lessons and within cross-curricular subjects throughout the curriculum**

- 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.