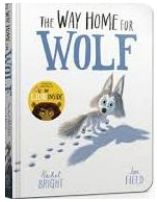
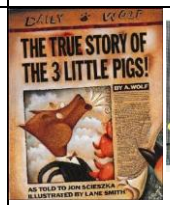
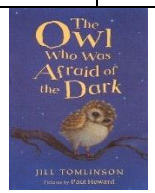
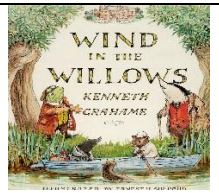
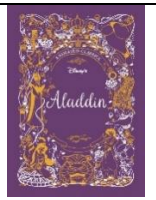
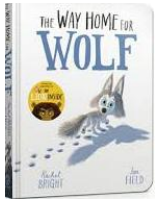
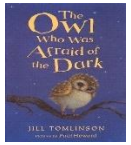
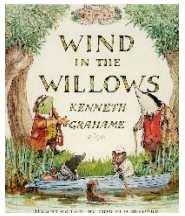
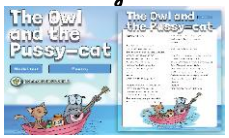
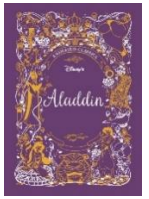
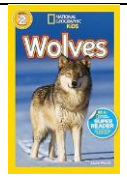
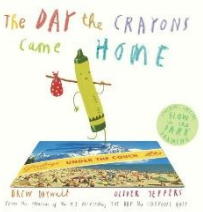
Year 2 2026-2027	Autumn term		Spring term		Summer term	
	Lancashire planning	**Talk programme**	**Talk programme**	**Talk programme**	**Lancashire planning**	**Talk programme**
Weeks	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks 2 days
Enrichment	History		Owl visit	PBL- D & T - Pizza parlour	(D & T - wheel axle Science - Plants)	
Class read		 				
Novel - Text	Information Poster Animal Adventure Stories **The Way Home for Wolf - Jim Field**  **National geographic for kids - Laura Marsh**	Traditional Tales with a Twist **The Great Fairy Tale disaster - David Conway**  Instructions - Lancashire planning unit (Fighting Fit)	Non-Chronological Reports with integrated Riddles Story as a Theme Persuasion: Leaflets **The Owl who was afraid of the dark - Jill Tomlinson**  	Classic Stories Recount: Letters Classic Poems **Wind in the Willows - Kenneth Grahame**  **The Owl and the Pussy Cat**  **The day the crayons came**	Integrated Unit Setting Description Opinion of Characters Recount: Diaries Persuasion: Letters Poem based on Lyrics Three Wishes Composition Persuasion: Poster, Flyer or Leaflet Thought Paragraph Narrative Chapter **Aladdin - Disney classic** 

	 Safari Readers: Wolves (Safari Readers - Wildlife Books for Kids) - Tristan Walters 			home - Drew Daywalt 	
Key skills writing Vocabulary, grammar and punctuation	Use some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Write capital letters (and digits) of the correct size/ orientation to one another. Segment spoken words into phonemes and record these as graphemes. *(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)* Develop stamina for writing by writing for different purposes. *(Real and fictional/own and other's experiences- including simple narratives, poems and recounts)* Word choices are thoughtful and sometimes ambitious with specific or	Use spacing between words that reflects the size of the letters. Spell longer words using suffixes such as ment, ness, ful, less, ly *(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)* Spell common exception words (door, because, sugar, people, - see Year 2 spelling list) Plan and discuss the content of their writing. *(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)* Evaluate their writing independently, with peers and with a teacher by making simple additions and corrections. *(Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')* Write, from memory, simple dictated sentences.	Form lower case letters of the correct size relative to one another. Use apostrophes for the most common contracted words. *(e.g. don't, won't, I'll, I'm, won't)* Spell words multisyllabic words containing new spellings *e.g.: race, ice, knock, gnat, typewriter, margarine, muckspreader)* Identify and apply knowledge of homophones/ near homophones *(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)* Proof-read to check for errors in spelling, grammar and punctuation. *(Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')* Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing.	

	technical vocabulary used in non-narrative writing. Use full stops and capital letters- most are correct. *(This will be consistent across a range of dictated and independent writing)* Mostly use exclamation and question marks accurately to demarcate sentences.		Use expanded noun phrases to describe, expand and specify. *('the delicate, blue butterfly flew off into the humid, summer sky')* Use subordination (when, if, that or because). *(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.)* Use capital letters for the personal pronoun I and for most proper nouns.	Use sentences with different forms: statements, questions, exclamations and commands. *('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients')* Use co-ordination (using or, and or but) *You remembered your book bag but forgot your packed lunch.)* Use present and past tenses correctly and consistently including the progressive form. *(Consistently makes the correct choice e.g.: 'She is drumming; she drummed, she was drumming')* Use adjectives, adverbs and expanded noun phrases to add detail and specify. Begin to use commas to separate items in a list. Sometimes use apostrophes for singular possession	
Scaffold Outcome Fiction	Short writing opportunities throughout – A way home for wolf	Short writing opportunities throughout – A range of fairy tales/traditional tales	Innovate a chapter- The owl who was afraid of the dark	Short writing opportunities throughout – Wind in the Willows	Short writing opportunities throughout – Aladdin
Independent outcome fiction	Innovated story by adding a new character	Innovated chapter by adding a new twist to a fairy tale	Write a chapter- including a different character	Writing a story	Writing setting/character descriptions
Scaffold outcome Non-fiction			Writing a non-chronological report about a bird of prey - owl	Identifying the features of a letter. Writing in the style of a letter –	Identifying the features of a persuasive poster Identifying the features of a diary

					different coloured crayon	
Independent outcome non-fiction	Information poster		Writing a non-chronological report- bird of prey		Writing a letter Innovate a letter – The day the crayons came home	Writing a persuasive poster Writing a diary entry
Scaffold outcome poetry					Look at the features of a classical poem	Look at the features of a lyrical poem
Independent outcome poetry					Innovate a classical poem	Write a lyrical poem