

Y2 2018-19
English Planning
Spring: Dragons

<u>Writing – transcription</u>	<u>Handwriting</u>	<u>Writing - vocabulary, grammar and punctuation</u>	<u>Writing - composition</u>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 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 • 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 	<p>Pupils should be taught to:</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 • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • 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) • read aloud what they have written with appropriate intonation to make the meaning clear

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Texts: 1. Rainbow Dragon (T4W) 2. We're going on a Bear (Dragon) Hunt	Additional T4W texts: 1. The magic brush
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Week	<u>Spellings/phonics / transcription</u>	<u>Writing - vocabulary, grammar and punctuation</u>	<u>Writing - composition</u>	<u>Writing Focus</u>	<u>Speaking and Listening</u>
1	<p>The sound /l/ spelt with 'le' at the end of words</p> <p>Table, apple, bottle, little, middle, able, dazzle, riddle</p> <p style="text-align: center;">Topic words: dragon, scale</p> <p>Riddle, fiddle, were, come</p>	<ul style="list-style-type: none"> full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> writing poetry consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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 	<p>Mon: Look at 'Have you met my dragon?'</p> <p>Tues: Description sentences using similes</p> <p>Wed: Description sentences using metaphors</p> <p>Thurs: Description sentences using conjunctions</p>	<ul style="list-style-type: none"> Listen to and respond to adults and their peers To ask relevant questions to extend their understanding and knowledge To look at relevant strategies to build their vocabulary To articulate and justify answers To give well-structured descriptions and explanations for different purposes
2	<p>The sound /l/ spelt with 'el' at the end of words</p> <p>Camel, tunnel, squirrel, travel, towel, tinsel, bagel, jewel</p> <p style="text-align: center;">Topic words: Noticed, fire</p> <p>Tunnel, jewel, our, house</p>	<ul style="list-style-type: none"> full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> writing poetry consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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 make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - 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 	<p>Mon: sentence level</p> <p>Tues: Write poem. 'Have you met my dragon? His eyes' are...' on paper using previous work</p> <p>Wed: Purple polish</p> <p>Thurs: Big write</p>	<ul style="list-style-type: none"> To maintain attention and participate in conversations To speak audibly and fluently To participate in discussions, role play etc. Gain and maintain listeners' interest Consider and evaluate viewpoint

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			<p>consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> - proofreading 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 		<u>ICT</u>
3	<p><u>The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of words</u></p> <p>pencil fossil nostril metal pedal capital hospital animal</p> <p>Topic words: Wilderness, footprint</p> <p>Fossil, nostril, says, your</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • writing poetry • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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 	<p>Mon: sentence level, commas for a list</p> <p>Tues: Descriptive poems features (almost like a riddle)</p> <p>Wed: Sentence level (look at riddle sentence examples)</p> <p>Thurs: Sentence level (look at riddle sentence examples)</p>	<p>DJ Cow - spellings BBC Spelling & Grammar Topmarks – grammar & spelling Types of sentence Quiz sentence Sentences Conjunctions Speech Marks SAID Espresso Grammar Teach your monster to read</p>
4	<p><u>The sound /igh/ spelt with ‘-y’ at the end of words</u></p> <p>cry fly dry try reply shy terrify sky</p> <p>Topic words: Perched, wasn’t</p> <p>Fly, terrify, friend, full</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form 	<ul style="list-style-type: none"> • writing poetry • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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 • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils 	<p>Mon: Plan descriptive poem</p> <p>Tues: Write descriptive poem</p> <p>Wed: Purple polish</p> <p>Thurs: Big write</p>	

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		<ul style="list-style-type: none"> - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> - 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) - read aloud what they have written with appropriate intonation to make the meaning clear 		
5	<p><u>Adding -ies to nouns and verbs ending in -y</u></p> <p style="text-align: center;">flies tries replies copies babies carries cries dries</p> <p style="text-align: center;">Topic words: Whirred, moonlit</p> <p style="text-align: center;">Tries, babies, where, off</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing for different purposes 	<p>Mon: Sentence level: sentence types</p> <p>Tues: The magic brush / international activities</p> <p>Wed: The magic brush / international activities</p> <p>Thurs: The magic brush / international activities</p>	
6	<p><u>The suffixes -ment, -ness and -ful</u></p> <p style="text-align: center;">enjoyment sadness careful playful plainness argument happiness plentiful</p> <p style="text-align: center;">Topic words: Lumbered, delicious</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - writing down ideas and/or key words, including new vocabulary 	<p>Mon: Learn We're Going on a Dragon Hunt</p> <p>Tues: sentence level commas for a list (sounds)</p> <p>Wed: Thesaurus work - changing sounds and places</p> <p>Thurs: Written recount original</p>	

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	Careful, playful, Monday, Tuesday	<ul style="list-style-type: none"> - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 			
7	<p><u>The suffixes –less and –ly</u></p> <p>badly hopeless penniless happily lovely slowly quickly fearless</p> <p>Topic words: Swooped, roar</p> <p>Quickly, fearless, Wednesday, make</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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 	<p>Mon: Plan new places / sounds</p> <p>Tues: Shared drawing of story map</p> <p>Wed: Shared drawing of story map</p> <p>Thurs: Write from story map</p>	
8	<p><u>Adding –ed, –er and –est to a word ending in –y with a consonant before it</u></p> <p>copier copied happier happiest cried replied tried dried</p> <p>Topic words: Soared, excitedly</p> <p>Happiest, replied, came, made</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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 • make simple additions, revisions and corrections to their own writing by: 	<p>Mon - wed: writing based on previous weeks' achievements</p> <p>Thurs: Big Write</p>	<ul style="list-style-type: none"> •

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		<ul style="list-style-type: none"> - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> - 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) - read aloud what they have written with appropriate intonation to make the meaning clear 		
9	<p><u>Adding -ing to a word ending in -y with a consonant before it</u></p> <p>copying crying replying carrying flying trying drying skiing</p> <p>Topic words: Sizzling, scaly</p> <p>Flying, drying, orange, pink</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence 	<p>Mon: Learn The Rainbow Dragon</p> <p>Tues: Learn The Rainbow Dragon</p> <p>Wed: Identify the features of non-chronological reports and note key criteria</p> <p>Thurs: Sentence level - conjunctions</p>	
10	<p><u>Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</u></p> <p>hiking hiked hiker nicer nicest shiny being shining</p> <p>Topic words:</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: 	<ul style="list-style-type: none"> • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary 	<p>Mon: Sentence level - generalisations</p> <p>Tues: Write recount the Rainbow dragon (definition, description, habitat)</p> <p>Wed: Write recount the Rainbow Dinosaur (habits,</p>	

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	<p>Hatching, knight Nicest, shiny, purple, over</p>	<ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> - encapsulating what they want to say, sentence by sentence 	<p>additional information, amazing fact) Thurs: Children create own rainbow dragon (draw, and complete notes on sections i.e. description, diet, generalisations etc)</p>	
11	<p><u>The sound /or/ spelt 'a' before l or ll</u></p> <p>all ball call walk talk always small wall</p> <p>Topic words: Habitat, definition</p> <p>Talk, small, saw, was</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify - the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, that, or because) - co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • writing for different purposes • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - 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) - read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Mon: Sentence level Tues: Using chosen dinosaur (definition, description, habitat) Wed: Using chosen dinosaur (habits, additional information, amazing fact) Thurs: Corrections</p>	
12	<p><u>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</u></p> <p>patting patted humming hummed dropping dropped sadder saddest runner runny</p> <p>Topic words: Description, amazing</p>	<ul style="list-style-type: none"> • full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • writing for different purposes 	<p>Mon: Assessment Tues: Assessment Wed: Assessment Thurs: Assessment</p>	

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	Dropped, saddest, who, they	<ul style="list-style-type: none">- expanded noun phrases to describe and specify- the present and past tenses correctly and consistently, including the progressive form- subordination (using when, if, that, or because)- co-ordination (using or, and, or but)			
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