

Year 2	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 Robot Mystery	Reading: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - be introduced to non-fiction books that are structured in different ways - understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correcting inaccurate reading - make inferences on the basis of what is being said and done, answering and asking questions, predicting what might happen on the basis of what has been read so far, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - using role play to generate and write lines of dialogue Writing: - writing and up-levelling: a formal letter to the National Robotics Institute, an extended alternative account (story) about the discovery of the mini-robot (using a clear narrative structure: beginning, middle, end / using paragraphs to organize and sequence), a retelling of a fairy story, a report for a newspaper about a robot that a boy found in a park, describing what the robot looks like and can do, a two-day diary extract (one from the day the robot was found, the other from the day it was decided to change the story about how the robot was found to keep the watches safe) OR two diary extracts by someone about an important event from learning in the wider curriculum - extending the range of subordinating conjunctions: as, while, after - linking and sequencing sentences using: soon, after, before, at last, the next day - using dialogue and speech punctuation - using speech verbs - up-levelling dialogue - using clear paragraphs - editing and polishing stories (consciously using vocabulary) - segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn 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 - learn to spell common exception words, words with contracted forms - distinguish between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: - 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 un-joined - 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 Revisit: - matching form and organization to purpose: simple letter structure - using subordinating connectives (conjunctions) to join words and clauses: when, if, because, that - using different sentence forms: statement, question, command, exclamation. -Using apostrophes for contraction - punctuating sentences: question mark, exclamation mark					

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| | <ul style="list-style-type: none">• linking and sequencing sentences using: first, next, then, soon, finally• using expanded noun phrases to describe and specify• using commas in a list |
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