ST PHILOMENA'S PRIMARY SCHOOL
YEAR 2 ENGLISH MEDIUM TERM PLAN
2026–2027

EVERY HALF TERM - WHOLE-SCHOOL ENGLISH EXPECTATIONS

Power of Reading Text with writing outcomes	Shared Reading Texts	Spelling, Punctuation and Grammar Focus	Assessments from Testbase – end of every half term
5 English lessons weekly (45 mins) High-quality text-based curriculum through Power of Reading Wide range of genre's covered (in writing genre progression document) Speaking and listening opportunities (oracy) within every unit	3 session per week (25 minutes) Year 1 – 6 Literacy Shed + EYFS RWI books *Class reading book at the end of every day *Every child to have a reading record and book at their level (RWI and accelerated reader)	3 grammar and punctuation sessions per week (25 mins) Year 1 – 6 Twinkl SPAG Weekly spelling test (15 mins) Year 1 -6 Purple Mash spelling Rec and Year 1 spelling taught through RWI lessons Daily – Vocabulary of the day Vocabulary-rich classroom environments	• Writing Assessment • Grammar, spelling and punctuation • Assessment • Reading Comprehension Assessment • Reading Fluency Assessment Formative assessment is embedded within every lesson to identify misconceptions, inform teaching and maximise progress. Teachers will routinely use: Clearly shared success criteria. Targeted questioning to assess understanding and deepen thinking. Live feedback during learning. Retrieval of prior knowledge. Opportunities for peer discussion and reflection where appropriate. Assessment information is used to adapt teaching and determine next steps.

Progress and sequencing	Adaptive teaching
Progress is achieved through the careful sequencing of the curriculum. Children build on prior knowledge and skills by learning the curriculum in the intended order, ensuring secure understanding before moving on to new concepts. Teachers regularly revisit previous learning to strengthen long-term memory and support mastery.	Teachers adapt learning to ensure that every pupil can access the curriculum and achieve success. This includes: High expectations for all learners. Appropriate scaffolds and challenge. Planned support for pupils with SEND, informed by individual Provision Plans. Flexible grouping and responsive teaching based on ongoing assessment. Adaptations that enable pupils to access the same ambitious curriculum as their peers.

Cultural capital	Rich and ambitious vocabulary
At St Philomena's, cultural capital is woven throughout our rich and broad curriculum. Every subject provides opportunities for children to develop the knowledge, experiences and understanding needed to become well-rounded, informed citizens. Children are exposed to: High-quality literature and ambitious texts. A wide range of subjects, cultures, faiths, history and the arts. Meaningful real-life experiences and enrichment opportunities. Character-building experiences that develop resilience, respect, compassion and responsibility. Cross-curricular learning that broadens understanding and deepens connections across the curriculum. Where appropriate, every English lesson provides opportunities to further develop pupils' cultural capital through carefully chosen texts, discussion and vocabulary.	Developing pupils' vocabulary is central to learning across the curriculum. Teachers will explicitly teach ambitious vocabulary by: Introducing a daily Word of the Day as part of our whole-school vocabulary initiative. Explicitly teaching and displaying key subject-specific vocabulary in lessons. Revisiting new vocabulary regularly in different contexts. Modelling precise, ambitious language. Encouraging pupils to use newly acquired vocabulary confidently in both speech and writing. Providing opportunities for vocabulary to be rehearsed, discussed and applied across the curriculum. Our aim is for every child to develop a rich vocabulary that enables them to communicate effectively, comprehend increasingly challenging texts and succeed across all areas of learning.

ST PHILOMENA'S PRIMARY SCHOOL
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Autumn 1 – Year 2

Power of reading text = The Lonely Beast by Chris Judge
Links to wider curriculum = Geography (Our Local Area)
Story time text = The Hodgeheg by Dick King-Smith

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: What is a Continent?** **Text focus: Information text** 3 x guided reading VIPER • identify new words and their meaning • sequence events and information • retrieve and record information from non-fiction	**Genre: Narrative – feelings/experience** Learning objectives: 1.I can make observations and respond to illustrations 2. I can respond to an illustration and record it in a sentence. 3. I can punctuate my sentence with a capital letter and full stop.	1.To learn a song - Nouns 2. To explain what a noun is. 3.To identify noun in a sentence **Twinkl SPaG focus:** Nouns **Twinkl resource:** What is a Noun for Kids PowerPoint	Handwriting taught daily working through handwriting progression document blends - ci cu ca ce co Spelling - Revision of previous learning <u>Words learnt for test:</u> annoy dream cried instead summer blackberry moon hutch fresher sketch	Word of the day from ambitious vocabulary document. 'My summer holidays' show and tell **Learning objectives:** • I can speak audibly and clearly when sharing personal experiences. • I can listen to others and respond appropriately, asking a relevant question when appropriate.
Week 2	**Text: North and South America** **Text focus: Information text** 3 x shared reading VIPER • identify new words and their meaning • sequence events and information • retrieve and record information from non-fiction	**Genre: Narrative – character description** Learning objectives: 1. I can make compound words and use them in a sentence. 2. I can make inferences from the text. 3. I can find adjectives to develop my vocabulary. 4.I can write a character description using interesting adjectives. 5. I can edit sentences ensuring I have used interesting adjectives and correct punctuation.	1. To identify Vowels and Consonants 2. To remember Vowels. 3. To remember Consonants. **Twinkl SPaG focus:** Vowels and Consonants **Twinkl resource:** Identifying Vowels and Consonants Resource Pack	Handwriting taught daily working through handwriting progression document blends - cc ch ck cr ct Spelling - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y <u>Words learnt for test:</u> charge bulge village gem giant magic giraffe energy jacket adjust	Word of the day from ambitious vocabulary document. 'My weekend news' sharing time **Learning objectives:** • I can recount an event in a clear sequence and include relevant details. • I can take turns, stay on topic and build on a classmate's contribution.
Week 3	**Text: Europe and Asia** **Text focus: Information text** 3 x shared reading VIPER • identify new words and their meaning • sequence events and information	**Genre: Narrative – setting description** Learning objectives: 1. I know how to use commas in a list. 2. I can write different types of sentences – statements and questions. 3. I can use expanded noun phrases in my writing.	1. I can use capital letters and punctuation to show where sentences begin and end. 2. I can use a full stop in a sentence. 3. I can write the correct sentence by using capital letters, full stops and question marks. **Twinkl SPaG focus:** Demarcating Sentences	Handwriting taught daily working through handwriting progression document blends – cl cy ai au ac Spelling - Homophones and near-homophones <u>Words learnt for test:</u>	Word of the day from ambitious vocabulary document. Year 2 class Liturgy

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	• retrieve and record information from non-fiction	I can describe a setting in a postcard. 4. I can sequence events in a story. 5. I can sequence events in a narrative with a clear beginning, middle and ending.	**Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Correctly Demarcating Sentences	there their they're hear here quite quiet see sea one won	**Learning objectives:** • I can speak respectfully and clearly in a shared class liturgy. • I can listen attentively and respond appropriately to others.
Week 4	**Text: Australia** **Text focus: Information text** 3 x shared reading VIPER • identify new words and their meaning • sequence events and information • retrieve and record information from non-fiction	**Genre: Narrative –** sequencing events in a narrative Learning objectives: 1. I can retell the beginning of 'The Lonely Beast' story. I can write an opening paragraph that introduces the character and the setting. 2. I can retell the middle of 'The Lonely Beast' story. I can use at least 3 expanded noun phrases in my writing. 3. I can retell the ending of 'The Lonely Beast' story. I can use a variety of verbs in my writing. 4. I can make singular nouns plural. 5. I can ask and answer open questions.	1. I know how to form nouns using the suffix –ness. 2. I can tell what a suffix is. (Focus: –ment, -ness and –ful) 3. I can form nouns using suffixes -er, -ness and - ment. **Twinkl SPaG focus:** Forming Nouns Using '-ness' **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Forming Nouns using -ness	Handwriting taught daily working through handwriting progression document blends - am an ar as av Spelling - The /i:/ sound spelt ey Words learnt for test: key donkey monkey chimney valley journey alley honey hockey money	Word of the day from ambitious vocabulary document. 'My weekend news' sharing time **Learning objectives:** • I can explain an idea or experience using suitable vocabulary. • I can ask and answer questions to develop understanding.
Week 5	**Text: Africa and Antarctica** **Text focus: Information text** 3 x shared reading VIPER • identify new words and their meaning • sequence events and information • retrieve and record information from non-fiction	**Genre: Narrative – writing for different purposes.** Learning objectives: 1. I can create a missing poster for the Lonely Beast. I can use expanded noun phrases in my writing. 2. I can write an informal letter. I can use a range of punctuation including a capital letter, finger spaces, a full stop and a question mark in my writing. 3. I can write a book review. I can use a range of punctuation including a capital letter, finger spaces, a full stop and a question mark in my writing. 4. I can share write the front page of a newspaper article. 5. I can use past and present tenses in my writing.	**Twinkl SPaG focus:** Punctuating Sentences **Twinkl resource:** KS1 Popping Punctuation: Missing Punctuation Activity Pack	Handwriting taught daily working through handwriting progression document blends aw ax az ab ad **PURPLE MASH SPELLING OVERVIEW** **Focus:** Common exception words **Words / guidance:** move prove just sure sugar eye could should would like big then	Word of the day from ambitious vocabulary document. Preparing lines and song for Harvest assembly **Learning objectives:** • I can rehearse and perform my lines or song clearly for an audience. • I can use volume, pace and expression to

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Autumn 1 – Year 2

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
					help the audience understand.
Week 6	Reading comprehension assessment Reading fluency assessment	Writing assessment	Passive verbs Suffix (song) SPAG assessment **Twinkl SPaG focus:** Assess and Review	Handwriting taught daily working through handwriting progression document blends af ah ak al **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /ɒ/ sound spelt a after w and qu **Words / guidance:** want watch wander quantity squash wallet wasp quality quarry wash	Word of the day from ambitious vocabulary document. 'My weekend news' sharing time **Learning objectives:** • I can listen carefully, take turns and make relevant comments. • I can speak in complete sentences and give reasons for my ideas.
Week 7	Individual reading scheme book assessment: I can develop reading fluency by reading aloud with accuracy, expression and confidence.	**Genre: Poetry – Writing and performing my own poem** Learning objectives: 1. I can explore and enjoy poetry by listening to and sharing poems. 2. I can generate and organise ideas around a theme. 3. I can use rhyme, rhythm and repetition to shape a poem. 4. I can use rhyme, rhythm and repetition to write my own a poem. 5. I can perform my poem.	Consolidation of this unit based on assessment outcomes: 1. I can identify vowels and consonants. 2. I can form nouns by adding the suffix -ness to adjectives. 3. I can use capital letters and the correct punctuation at the end of a sentence.	Handwriting taught daily working through handwriting progression document blends at ap aq ay da Spelling -The /i:/ sound spelt ey **PURPLE MASH SPELLING OVERVIEW** **Focus:** Additional week: revisit published spellings **Words / guidance:** No additional weekly list is published for this week. Revisit the half-term's spellings and assess as appropriate; any teacher-entered focus above remains unchanged. **SCHOOL-SELECTED SPELLING PRACTICE • additional Week 7** Revisit ten words from this half term's published Purple Mash lists; this is not an additional published week. See the selected practice words below. **School-selected practice words (from published Weeks 1–5):** annoy, dream, charge, bulge, there, their, key, donkey, move, prove.	Word of the day from ambitious vocabulary document. 'My amazing plans for half-term' sharing time **Learning objectives:** • I can describe plans and ideas in a well-ordered way. • I can respond to questions and consider what others say.

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Autumn 2 – Year 2

Power of reading text = The Green Ship by Quentin Blake
Links to wider curriculum = History (Travel and transport)
Story time text = The Owl Who Was Afraid of the Dark by Jill Tomlinson

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Transport** **Text focus: Non-fiction – transport through time and different forms of transport** 3 x shared/guided reading Decoding: Read words with common suffixes (-ment, -ness, -ful, -less, -ly); read accurately and discuss the meaning of words formed from known root words. VIPERS: Vocabulary – explain transport topic words; Retrieval – find facts about different forms of transport; Sequence/Summarise – order information and summarise key points.	**Genre: Narrative – Setting description** Focus: Reading comprehension, oracy and descriptive vocabulary Discovering the Green Ship Learning objectives: 1. To explore the illustrations and make predictions about the story. 2. To discuss and clarify the meaning of new vocabulary. 3. To generate adjectives and expanded noun phrases to describe the garden. 4. To write a setting description of the mysterious garden and the Green Ship. End-of-week product: A descriptive setting paragraph about the mysterious garden and Green Ship.	1. I can use adjectives to describe a person, place or thing. 2. I can choose adjectives that help the reader make a clear picture. 3. I can add adjectives to my sentences and check that they make sense. 1. **Twinkl SPaG focus:** Adjectives **Twinkl resource:** KS1 Adjectives PowerPoint	Handwriting blends – de, di, do, du, dm **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /ɜ:/ sound spelt or after w; /ɔ:/ spelt ar after w **Words / guidance:** word work worm world worth war warm towards worthless worst	Word of the day from ambitious vocabulary document. **Learning objectives:** • I can recount a half-term experience in a clear sequence and listen respectfully to others. • I can ask relevant questions and respond with a related comment.
Week 2	**Text: Transport** **Text focus: Non-fiction – features and purpose of information texts** 3 x shared/guided reading Decoding: Read two-syllable words and words containing taught vowel digraphs; recognise common exception words quickly and accurately. VIPERS: Retrieval – locate specific details; Vocabulary – use context to explain unfamiliar words; Explanation – explain how headings, captions and labels help the reader.	**Genre: Narrative – Character description** Focus: Characterisation and descriptive writing Exploring the Ship Learning objectives: 1. To retrieve information about characters from the text and illustrations. 2. To infer how a character might feel and explain why. 3. To use expanded noun phrases to describe a character's appearance and personality. 4. To write a character description of a child exploring the Green Ship. End-of-week product: A character description of a child exploring the Green Ship.	1. I can recognise compound words made by joining two words. 2. I can explain the meaning of a compound word. 3. I can use compound words accurately in my own sentences. **Twinkl SPaG focus:** Compound Words **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Compound Words	Handwriting blends – dn, dr, ds, dv, dw, **PURPLE MASH SPELLING OVERVIEW** **Focus:** Suffixes -ment, -ness, -ful, -less and -ly **Words / guidance:** enjoyment sadness careful playful hopeless plainness badly happiness employment darkness	Word of the day from ambitious vocabulary document. **Learning objectives:** • I can discuss the Nativity story and use topic vocabulary to explain what happens. • I can share ideas about roles, take turns and agree simple rehearsal expectations. • I can use role-play to explore how a character might speak and feel.
Week 3	**Text: Transport** **Text focus: Non-fiction – comparing transport past and present** 3 x shared/guided reading Decoding: Read words containing contractions and common suffixes; notice when a word does not make sense and reread to self-correct.	**Genre: Narrative – Adventure recount** Focus: Sequencing events and narrative language An Imaginary Voyage Learning objectives: 1. To retell the main events of the story in the correct sequence. 2. To use time conjunctions such as first, next, later and finally.	1. I can compare two things using adjectives ending in -er. 2. I can use adjectives ending in -est to describe the biggest or smallest degree. 3. I can spell and use -er and -est adjectives in sentences. **Twinkl SPaG focus:** Adjectives with -er and -est	Handwriting blends – dd, dl, dt, dp, dq **PURPLE MASH SPELLING OVERVIEW** **Focus:** Contractions **Words / guidance:** can't didn't hasn't couldn't it's I'm they're he's you're don't	Word of the day from ambitious vocabulary document. **Learning objectives:** • I can learn and rehearse my lines and songs, speaking or

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	VIPERS: Compare and contrast information; Retrieval – identify similarities and differences; Explanation – explain how transport has changed using evidence from the text.	3. To write sentences in the past tense and use appropriate punctuation. 4. To write a short recount of an exciting imaginary voyage aboard the Green Ship. End-of-week product: A short recount of an imaginary voyage aboard the Green Ship.	**Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Adjectives with -er and -est		singing audibly and clearly. • I can use intonation, tone, volume and actions to communicate meaning. • I can listen to others and give kind, useful feedback during rehearsal.
Week 4	**Text: Transport** **Text focus: Non-fiction – retrieving and organising information** 3 x shared/guided reading Decoding: Read unfamiliar words by applying phonics, breaking longer words into syllables and checking the word makes sense in context. VIPERS: Sequence/Summarise – summarise key information; Retrieval – record facts accurately; Vocabulary – explain the meaning of topic-specific words.	**Genre: Narrative – Story plan and opening** Focus: Story structure, suspense and sentence construction. Planning a New Adventure Learning objectives: 1. To identify the beginning, middle and end of a story. 2. To invent a new setting and an exciting problem for an adventure. 3. To use expanded noun phrases and precise verbs to create atmosphere. 4. To plan and write the opening of an original adventure story inspired by The Green Ship. End-of-week product: A planned adventure story opening with an engaging setting and problem.	1. I can recognise a main clause and a subordinate clause in a sentence. 2. I can use a subordinating conjunction such as when, if, that or because. 3. I can join ideas using a subordinate clause. **Twinkl SPaG focus:** Subordination **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Subordination	Handwriting blends – oo, oi, oa, oe, ou **PURPLE MASH SPELLING OVERVIEW** **Focus:** Words ending -tion **Words / guidance:** station fiction solution section motion creation celebration nation caution position	Word of the day from ambitious vocabulary document. **Learning objectives:** • I can rehearse a performance in sequence and remember cues for my part. • I can maintain attention, cooperate with the group and respond to directions. • I can adapt my voice and expression for the audience.
Week 5	**Text: Transport** **Text focus: Consolidation – reading for information and responding independently** 3 x shared/guided reading Decoding and fluency: Read age-appropriate text accurately, with increasing pace, expression and attention to punctuation; reread to improve fluency. VIPERS: Apply vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising skills to a new transport text.	**Genre: Narrative – Published adventure story** Focus: Independent composition, editing and presentation Writing Our Own Adventure Learning objectives: 1. To sequence events into a clear beginning, middle and end. 2. To use descriptive vocabulary, conjunctions and a range of sentence types. 3. To edit and proofread writing for spelling, grammar and punctuation. 4. To write, improve and publish an independent adventure story inspired by The Green Ship. End-of-week product: An edited and published independent adventure story inspired by The Green Ship.	1. I can recognise a statement and an exclamation. 2. I can use a full stop for a statement and an exclamation mark for an exclamation. 3. I can write statements and exclamations for different purposes. **Twinkl SPaG focus:** Statements and Exclamations **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Writing and Identifying Statements and Exclamations	Handwriting blends – ow, oc, om, on, or **PURPLE MASH SPELLING OVERVIEW** **Focus:** Common exception words **Words / guidance:** door floor poor because find kind have behind child children help will	Word of the day from ambitious vocabulary document. **Learning objectives:** • I can perform confidently as part of an ensemble for a live audience. • I can speak or sing clearly, use appropriate expression and respond to cues. • I can show respect for the contributions of all performers.

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Story time text = The Owl Who Was Afraid of the Dark by Jill Tomlinson

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
					Performance: KS1 Nativity on 9 December.
Week 6	Reading comprehension assessment Reading fluency assessment	Writing assessment Planning Writing Editing End-of-week product: Assessed independent writing, including planning, composition and editing.	1. I can show what I know about this half-term's grammar and punctuation. 2. I can choose and use punctuation and grammar accurately in sentences. 3. I can check my work and improve an error when I find one. Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus:** Assess and Review	**Handwriting taught daily working through handwriting progression document focusing on blends.** Handwriting blends – ov, os, od, of, oh **PURPLE MASH SPELLING OVERVIEW** **Focus:** Consolidation of Autumn spelling **Words / guidance:** not look word work hopeless celebration behind giraffe quiet journey sugar wander	Word of the day from ambitious vocabulary document. **Learning objectives:** • I can reflect on the performance and identify what went well and what I could improve. • I can listen to different views and explain my opinion politely.
Week 7	**Individual reading scheme book assessment:** I can develop reading fluency by reading aloud with accuracy, expression and confidence.	**Genre: Narrative – a Christmas adventure story** Learning objectives: 1. I can use adjectives and expanded noun phrases to describe a Christmas setting. 2. I can sequence events and use time conjunctions to retell a Christmas story. 3. I can plan and write my own Christmas adventure story with a beginning, middle and end. 4. I can check and improve my Christmas story by correcting spelling and punctuation. End-of-week product: A Christmas adventure story with a clear beginning, middle and end.	1. I can explain and use the grammar we have learned this half term. 2. I can apply adjectives, compound words and sentence types in my writing. 3. I can check my sentences for accurate grammar and punctuation. Consolidation of this unit based on assessment outcomes.	**Handwriting taught daily working through handwriting progression document focusing on blends.** Handwriting blends – ok, ol, ot, og, op, oy **PURPLE MASH SPELLING OVERVIEW** **Focus:** Additional week: revisit published spellings **Words / guidance:** No additional weekly list is published for this week. Revisit the half-term's spellings and assess as appropriate; any teacher-entered focus above remains unchanged. **SCHOOL-SELECTED SPELLING PRACTICE • additional Week 7** Revisit ten words from this half term's published Purple Mash lists; this is not an additional published week. See the selected practice words below. **School-selected practice words (from published Weeks 1–5):** word, work, enjoyment, sadness, can't, didn't, station, fiction, door, floor.	**Word of the day from ambitious vocabulary document.** **Learning objectives:** • I can retell an event or story in order, using clear sentences and precise vocabulary. • I can contribute to a collaborative conversation and build on another person's idea.

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Power of reading text = Vlad and the Great Fire of London by Kate and Sam Cunningham
Links to wider curriculum = History – The Great Fire of London
Story time text: The Firework-Maker's Daughter by Philip Pullman

SPRING 1 — YEAR 2 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: The Great Fire of London – information text** **Text focus: Historical non-fiction – what happened in 1666** 3 x shared/guided reading Decoding: Read two-syllable and longer words by applying phonics and breaking them into syllables; read common exception words accurately. VIPERS: Vocabulary – explain words such as flames, spread and escape; Retrieval – find when and where the fire began; Sequence – order key events.	**Genre: Narrative – A description of London before the Great Fire.** Focus: Reading comprehension, vocabulary and setting description Discovering the story and London in 1666 Learning objectives: 1. I can make predictions about a story using the pictures and title. 2. I can ask and answer questions about the characters and events. 3. I can learn and use new words to describe London in 1666. 4. I can use describing words and expanded noun phrases to describe old London. 5. I can write a description of London before the Great Fire, using interesting vocabulary and correct punctuation. End-of-week product: A descriptive paragraph about London in 1666.	1. I can identify a noun phrase in a sentence. 2. I can add adjectives to make a noun phrase more interesting. 3. I can use expanded noun phrases to describe people, places and things. 1. **Twinkl SPaG focus:** Noun Phrases **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Expanded Noun Phrases	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /l/ or /əl/ sound spelt -le **Words / guidance:** table apple bottle little middle example battle terrible struggle possible	**Debate: Was the fire of 1666 preventable?** Learning objectives: • I can express an opinion and give a simple reason to support it. • I can listen to a different viewpoint and respond politely. • I can use topic vocabulary such as fire, bakery, spread and rebuild.
Week 2	**Text: Samuel's Diary (Literacy Shed Plus, Stage 2 – The Great Fire of London)** **Text focus: Diary – first-person account and historical viewpoint** 3 x shared/guided reading Decoding: Read words with common suffixes and contractions; use surrounding sentences to check unfamiliar words. VIPERS: Inference – explain how Samuel may have felt using evidence; Retrieval – locate details about his experience; Vocabulary – discuss words that convey fear or urgency.	**Genre: Narrative – A diary entry written from Vlad's point of view.** Focus: Character feelings, role-play and diary writing Vlad's experience of the fire Learning objectives: 1. I can describe Vlad and explain how he might feel during the fire. 2. I can use role-play to imagine what Vlad might see, hear and smell. 3. I can use the past tense to write about events that have already happened. 4. I can use time words such as first, next, later and finally to organise my ideas. 5. I can write a diary entry as Vlad, describing his experiences and feelings during the Great Fire. End-of-week product: A first-person diary entry as Vlad.	1. I can recognise homophones that sound the same but have different meanings. 2. I can explain the meaning of common homophones and near-homophones. 3. I can choose the correct homophone when writing a sentence. 1. **Twinkl SPaG focus:** Homophones **Twinkl resource:** PlanIt Y2 Term 3B W1 - 3: Homophones and Near Homophones Lesson Packs	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Homophones and near-homophones **Words / guidance:** bare bear sun son to too two be bee night knight	**Newsroom role-play: interview a witness to the Great Fire of London.** Learning objectives: • I can ask relevant questions to find out information. • I can answer in role using details from the historical account. • I can speak audibly and stay in role during a short interview.
Week 3	**Text: The Hungry Fire (Literacy Shed Plus, Stage 2 – The Great Fire of London)**	**Genre: Narrative – A chronological recount of the Great Fire of London.** Focus: Sequencing events, historical recount and sentence building	1. I can add -ful or -less to a word to make an adjective. 2. I can explain how the suffix changes the meaning of a word.	**Handwriting taught daily working through handwriting progression document focusing on blends.**	**Conscience alley: Should the family leave their home?** **Learning objectives:**

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SPRING 1 — YEAR 2 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	Text focus: Poetry – imagery, word choice and personification 3 x shared/guided reading Decoding: Read unfamiliar words accurately and reread phrases to support meaning; practise phrasing and expression when reading poetry aloud. VIPERS: Vocabulary – discuss powerful word choices; Inference – explain the impression created by the fire; Explanation – identify how language makes the fire seem alive.	Understanding what happened Learning objectives: 1. I can identify the main events in the story and put them in the correct order. 2. I can use time words and phrases to explain when events happened. 3. I can use joining words such as and, but and because to explain events. 4. I can write sentences in the past tense and use capital letters and full stops correctly. 5. I can write a recount explaining how the Great Fire started, spread and finally ended. End-of-week product: A chronological recount of the Great Fire of London.	3. I can use adjectives ending in -ful and -less in my own sentences. **Twinkl SPaG focus:** Forming Adjectives using -ful and -less **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Forming Adjectives using -ful and -less	**PURPLE MASH SPELLING OVERVIEW** **Focus:** The /l/ or /əl/ sound spelt -el **Words / guidance:** camel tunnel squirrel travel towel tinsel vowel enamel angel level	• I can explore different choices and explain possible consequences. • I can justify an opinion using 'because' and listen to others' ideas. • I can take turns and contribute constructively to a group discussion.
Week 4	**Text: Facts about the Fire (Literacy Shed Plus, Stage 2 – The Great Fire of London)** **Text focus: Historical information text – causes, spread and impact** 3 x shared/guided reading Decoding: Read words with common suffixes (-ment, -ness, -ful, -less, -ly) and use knowledge of root words to support meaning. VIPERS: Retrieval – select relevant facts; Sequence/Summarise – summarise how the fire spread and was tackled; Explanation – explain why the fire spread quickly, using text evidence.	**Genre: Narrative – A newspaper report about the Great Fire of London.** Focus: Non-fiction writing, asking questions and sharing information Reporting the Great Fire Learning objectives: 1. I can identify important facts about the Great Fire of London. 2. I can answer the questions who, what, where and when to gather information. 3. I can use exciting verbs and adjectives to make my report interesting. 4. I can write statements and questions using the correct punctuation. 5. I can write a newspaper report about the Great Fire of London, including a headline and important facts. End-of-week product: A newspaper report with a headline and key facts.	1. I can recognise a question and a command. 2. I can use a question mark for a question and a full stop or exclamation mark for a command when appropriate. 3. I can write questions and commands for different purposes. **Twinkl SPaG focus:** Questions and Commands **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Identifying and Writing Questions and Commands	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /l/ or /əl/ sound spelt -al **Words / guidance:** metal pedal capital hospital animal magical signal mammal general formal	**Oral history timeline: explain how the fire spread and how London changed.** **Learning objectives:** • I can give a well-structured explanation using time words and cause-and-effect language. • I can sequence events and use historical vocabulary accurately. • I can summarise key points and answer follow-up questions.
Week 5	**Text: After the Fire (Literacy Shed Plus, Stage 2 – The Great Fire of London)** **Text focus: Non-fiction – change and rebuilding after a historical event** 3 x shared/guided reading Decoding and fluency: Read accurately at an appropriate pace, pausing at	**Genre: Poetry – Haiku and shape poems inspired by Vlad and the Great Fire of London.** Focus: Exploring poetic features, planning, writing poems, and performing poetry. Reporting the Great Fire Learning objectives: 1. I can identify the features of a haiku. 2. I can plan and write my own haiku.	1. I can write a sentence that makes complete sense. 2. I can begin a sentence with a capital letter and end it with the correct punctuation. 3. I can reread my sentences and correct missing words or punctuation. 1. **Twinkl SPaG focus:** Sentence Writing **Twinkl resource:** Simple Sentence Scramble Worksheet	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Common exception words **Words / guidance:** wild climb most only both old cold gold into told called	**Group presentation: share advice for preventing fires and keeping people safe.** **Learning objectives:** • I can plan and deliver a short presentation for a clear audience and purpose.

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Power of reading text = Vlad and the Great Fire of London by Kate and Sam Cunningham
Links to wider curriculum = History – The Great Fire of London
Story time text: The Firework-Maker's Daughter by Philip Pullman

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	punctuation and rereading to self-correct when meaning is lost. VIPERS: Retrieval – find details about changes after the fire; Compare – identify differences between London before and after; Summarise the main consequences.	3. I can identify the features of a shape poem and plan my ideas. 4. I can create my own shape poem inspired by the Great Fire of London. 5. I can recite and perform a poem, making its meaning clear. End-of-week product: A written and performed haiku or shape poem inspired by the Great Fire.			• I can organise ideas, speak clearly and maintain listeners' interest. • I can respond to a question and build on a partner's contribution.
Week 6	Reading comprehension assessment Reading fluency assessment	Writing assessment Planning Writing Editing End-of-week product: Assessed independent writing, including planning, composition and editing.	1. I can show what I know about grammar, spelling and punctuation. 2. I can use sentence punctuation and grammar accurately in my independent writing. 3. I can identify and correct errors in my work. Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus:** Assess and Review	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Initial kn/gn for /n/ and s for /ʒ/ **Words / guidance:** knock know knew gnat gnaw television treasure usual measure visual	**Assessment and reflection: explain a key learning point from the Great Fire.** **Learning objectives:** • I can explain my understanding in complete sentences and use relevant vocabulary. • I can listen, take turns and reflect on how effectively I communicated.

Power of reading text = Lila and the Secret of Rain by David Conway & Jude Daly
Links to wider curriculum = Geography – Sensational Safari
Story time text: The Giraffe and the Pelly and Me by Roald Dahl

SPRING 2 — YEAR 2 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Safari (Literacy Shed Plus, Stage 2 Comprehension Plus)** **Text focus: Non-fiction – African animals and their habitats** 3 x shared/guided reading Decoding: Read two-syllable words and words containing taught vowel digraphs; use phonics to decode unfamiliar animal and habitat vocabulary. VIPERS: Vocabulary – explain animal and habitat words; Retrieval – locate facts about animals; Inference – use	**Genre: Narrative – setting description** Focus: Descriptive vocabulary, sensory details and the drought Discovering the village and the problem Learning objectives: 1. I can make predictions from the title and illustrations. 2. I can identify how the drought affects the village and its people. 3. I can collect ambitious adjectives and verbs to describe the setting. 4. I can use expanded noun phrases and the five senses to describe a place. 5. I can write a setting description that shows the village before the rain arrives.	1. I can identify verbs that show an action or state. 2. I can choose verbs that make my meaning clear. 3. I can use verbs accurately when speaking and writing about events. 1. **Twinkl SPaG focus:** Verbs **Twinkl resource:** Verb PowerPoint Game	**Spelling rule taught:** Words learnt for test: **Handwriting taught Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Possessive apostrophe: singular nouns **Words / guidance:** Megan's Ravi's girl's child's man's boy's bike's computer's school's parent's	**Debate: Should wild animals live in zoos or in the wild?** Learning objectives: • I can state an opinion and support it with a relevant reason. • I can listen to and consider another viewpoint, responding respectfully. • I can use vocabulary linked to animals,

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Story time text: The Giraffe and the Pelly and Me by Roald Dahl

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	details in the text and illustrations to infer how an animal behaves.	End-of-week product: A descriptive paragraph about Lila's village during the drought.			habitats and conservation.
Week 2	**Text: Safari (Literacy Shed Plus, Stage 2 Comprehension Plus)** **Text focus: Information text – adaptations and survival** 3 x shared/guided reading Decoding: Read words with common suffixes and recognise common exception words; use sentence context to confirm meaning. VIPERS: Retrieval – find information about animal adaptations; Explanation – explain how a feature helps an animal survive; Vocabulary – clarify topic-specific words.	**Genre: Narrative – character description** Focus: Character feelings, inference and evidence from the text Understanding Lila Learning objectives: 1. I can retrieve details about Lila from the words and illustrations. 2. I can infer how Lila feels and explain my ideas using clues. 3. I can choose precise adjectives and verbs to describe Lila. 4. I can join ideas using and, but, because and when. 5. I can write a character description showing Lila's personality, feelings and determination. End-of-week product: A detailed character description of Lila.	1. I can identify whether a noun is singular or plural. 2. I can make regular nouns plural by adding -s or -es. 3. I can use singular and plural nouns accurately in sentences. **Twinkl SPaG focus:** Singular and Plural **Twinkl resource:** Making Singular Nouns Plural Differentiated Worksheet	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Adding -ed, -ing, -er and -est to words ending consonant + y **Words / guidance:** copied copier happier happiest cried replied copying crying replying relied	**Animal expert hot-seating: ask and answer questions in role.** Learning objectives: • I can ask relevant questions to extend my knowledge. • I can answer in role using facts and descriptive vocabulary. • I can speak clearly and maintain the interest of my listeners.
Week 3	**Text: Safari (Literacy Shed Plus, Stage 2 Comprehension Plus)** **Text focus: Non-fiction – comparing animals and habitats** 3 x shared/guided reading Decoding: Read unfamiliar words by identifying known graphemes and syllables; reread and self-correct where necessary. VIPERS: Compare and contrast two animals; Retrieval – select evidence from the text; Inference – explain what an animal's behaviour suggests.	Genre: Diary writing – first person Focus: First-person voice, feelings and chronological order Lila's journey Learning objectives: 1. I can discuss what Lila might think and feel during her journey. 2. I can use first-person pronouns and the past tense. 3. I can sequence events using time words and phrases. 4. I can include thoughts, feelings and sensory details in a diary entry. 5. I can write a diary entry from Lila's point of view about her journey to find rain. End-of-week product: A first-person diary entry from Lila.	1. I can recognise adverbs that describe how an action happens. 2. I can turn some adjectives into adverbs by adding -ly. 3. I can use -ly adverbs to add detail to my sentences. **Twinkl SPaG focus:** Adverbs with -ly **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Adverbs with -ly	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Endings -ed, -ing, -er, -est, -y added to words ending consonant + e **Words / guidance:** hiking hiked hiker nicer nicest shiny describing described wiring tiled	**Partner talk: describe a safari animal and explain how it is adapted to its habitat.** **Learning objectives:** • I can give a well-structured description and explanation. • I can use precise topic vocabulary and link ideas with 'because', 'and' or 'but'. • I can listen actively and ask a follow-up question.
Week 4	**Text: Safari (Literacy Shed Plus, Stage 2 Comprehension Plus)** **Text focus: Narrative and information – using evidence to explain ideas** 3 x shared/guided reading Decoding and fluency: Read with accuracy and increasing expression,	**Genre: Narrative – traditional tale** Focus: Story structure, problem and resolution Bringing rain to the village Learning objectives: 1. I can identify the beginning, problem, key events and resolution in a traditional tale. 2. I can plan a new tale about a community facing a problem. 3. I can develop a character and setting using expanded noun phrases.	1. I can identify items in a list. 2. I can use commas to separate items in a list. 3. I can write a sentence with a list and punctuate it correctly. **Twinkl SPaG focus:** Commas in Lists **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Using Commas to Separate Items in a List	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Doubling final consonant before -ed, -ing, -er, -est, -y **Words / guidance:** patting patted humming hummed dropping dropped sadder saddest fatter fattest	**Collaborative problem-solving: plan a responsible safari visit.** **Learning objectives:** • I can share suggestions, take turns and stay focused on the group task. • I can build on others' ideas and help the

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Power of reading text = Lila and the Secret of Rain by David Conway & Jude Daly
Links to wider curriculum = Geography – Sensational Safari
Story time text: The Giraffe and the Pelly and Me by Roald Dahl

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	using punctuation to support phrasing and meaning. VIPERS: Prediction – predict what might happen next and explain why; Explanation – justify answers with evidence; Vocabulary – discuss the effect of descriptive words.	4. I can sequence events using time conjunctions and varied sentence openings. 5. I can write a traditional tale with a clear beginning, middle and ending. End-of-week product: An original traditional tale about helping a community in need.			group reach an agreement. • I can explain why a choice would protect animals and habitats.
Week 5	**Text: Safari (Literacy Shed Plus, Stage 2 Comprehension Plus)** **Text focus: Consolidation – summarising and responding to a new text** 3 x shared/guided reading Decoding: Apply phonics to unfamiliar words, read common exception words automatically and monitor for sense. VIPERS: Retrieve key facts, infer using evidence, explain vocabulary and summarise the main ideas in a short response.	**Genre: Non-fiction – book review and response** Focus: Summarising, giving opinions and editing Sharing our response to the story Learning objectives: 1. I can identify the main events and message of the story. 2. I can summarise the story using the most important details. 3. I can give an opinion and support it with a reason. 4. I can organise a book review using clear sentences and appropriate punctuation. 5. I can edit and publish a book review recommending the text to another reader. End-of-week product: A published book review of Lila and the Secret of Rain.	1. I can change an adjective into an adverb where appropriate. 2. I can use adverbs to explain how an action happens. 3. I can check that my adverbs make sense in a sentence. Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus:** Changing Adjectives into Adverbs **Twinkl resource:** Change the Adjective Differentiated Worksheet Pack **Spring 2 timetable note:** The Twinkl Week 6 Assess and Review has no separate slot in this five-week half term; incorporate review within existing Week 5 teaching/assessment as appropriate.	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Common exception words **Words / guidance:** every everybody even great break from pretty beautiful after fast asked • The publisher's Week 6 consolidation is not allocated a separate lesson in this five-week half term. **PURPLE MASH • Source Week 6 consolidation (incorporate into Week 5)** Words: him, them, down, child's, replying, describing, patted, dropped, everybody, after.	**Small-group presentation: introduce an animal and its habitat to the class.** **Learning objectives:** • I can organise information and present it audibly and fluently. • I can use eye contact, expression and an appropriate speaking style. • I can answer questions and respond thoughtfully to feedback.
Week 6	Reading comprehension assessment Reading fluency assessment	Writing assessment 1. Planning 2. Independent writing 3. Editing and proofreading 4. Assessment of composition, grammar, punctuation and spelling End-of-week product: Independent assessed piece of writing.	1. I can show what I know about verbs, nouns, adverbs and commas. 2. I can apply grammar and punctuation accurately in my writing. 3. I can reread my work and correct grammar or punctuation errors. Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus:** Changing Adjectives into Adverbs **Twinkl resource:** Change the Adjective Differentiated Worksheet Pack **Spring 2 timetable note:** The Twinkl Week 6 Assess and Review has no separate slot in	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Common exception words **Words / guidance:** every everybody even great break from pretty beautiful after fast asked • The publisher's Week 6 consolidation is not allocated a separate lesson in this five-week half term. **PURPLE MASH • Source Week 6 consolidation (incorporate into Week 5)** Words: him, them, down, child's, replying, describing, patted, dropped, everybody, after.	**Assessment and reflection: give an oral summary of a chosen animal or safari fact.** **Learning objectives:** • I can summarise the main information in my own words. • I can choose vocabulary carefully and explain what I have learned.

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Power of reading text = Lila and the Secret of Rain by David Conway & Jude Daly
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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
			this five-week half term; incorporate review within existing Week 5 teaching/assessment as appropriate.		

Power of reading text = The Cat and the King by Nick Sharratt
Links to wider curriculum = History – Kings and Queens
Story time text = The Queen's Nose by Dick King-Smith

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Queen Elizabeth II (Literacy Shed Plus, Stage 2 – British Monarchy)** **Text focus: Biography/information text – the life and role of a monarch** 3 x shared/guided reading Decoding: Read longer words by breaking them into syllables; apply phonics and recognise common exception words in historical vocabulary. VIPERS: Retrieval – locate facts about Queen Elizabeth II; Vocabulary – explain monarchy-related words; Sequence – order important events in her life.	**Genre: Narrative – character description** Focus: Characterisation, inference and precise vocabulary Meeting the Cat and the King Learning objectives: 1. I can retrieve facts about the main characters from the text and illustrations. 2. I can infer what a character is thinking or feeling and explain why. 3. I can choose adjectives and verbs that show personality. 4. I can use expanded noun phrases to describe a character clearly. 5. I can write a character description of the Cat or the King using evidence from the story. End-of-week product: A character description of the Cat or the King.	1. I can identify adverbs that tell me how, when or where something happens. 2. I can use adverbs to add detail to a sentence. 3. I can choose an adverb that makes my meaning clear. **Twinkl SPaG focus:** Adverbs **Twinkl resource:** Adverbs PowerPoint	**Spelling rule taught:** Words learnt for test: **Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Initial wr for /r/ **Words / guidance:** write written wrote wrong wrap wrist wriggle wreck wrinkle wrestle	**Role-play: royal interview — ask the monarch questions about their role.** Learning objectives: • I can ask and answer relevant questions in role. • I can use appropriate vocabulary and speak clearly for an audience. • I can listen carefully and respond to what has been said.
Week 2	**Text: Memorable Monarchs (Literacy Shed Plus, Stage 2 – British Monarchy)** **Text focus: Historical information – comparing monarchs** 3 x shared/guided reading Decoding: Read words with common suffixes and contractions; use known	**Genre: Narrative – setting description** Focus: Sensory language and expanded noun phrases Exploring the palace and its surroundings Learning objectives: 1. I can identify details that help a reader imagine a setting. 2. I can collect vocabulary linked to the senses. 3. I can use expanded noun phrases and precise verbs. 4. I can vary sentence openings and use commas in a list where appropriate.	1. I can identify nouns, verbs, adjectives and adverbs. 2. I can explain how different word classes are used in sentences. 3. I can choose appropriate word classes when writing my own sentences. 1. **Twinkl SPaG focus:** Word Classes **Twinkl resource:** KS1 Word Class Sorting Activity Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Final -y for /aɪ/ **Words / guidance:** cry fly dry try reply July spy fry supply magnify	**Group discussion: what makes a good monarch or leader?** Learning objectives: • I can express and justify an opinion with a reason or example. • I can consider different viewpoints

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Power of reading text = The Cat and the King by Nick Sharratt
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Story time text = The Queen's Nose by Dick King-Smith

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	root words and sentence context to establish meaning. VIPERS: Compare and contrast monarchs; Retrieval – find supporting facts; Explanation – explain why a monarch is remembered, using evidence from the text.	5. I can write a setting description of the palace or a place visited by the characters. End-of-week product: A setting description of the palace or another story setting.			and build on a classmate's idea. • I can agree simple discussion rules and take turns.
Week 3	**Text: Imperial State Crown / The Crown Jewels (Literacy Shed Plus, Stage 2 – British Monarchy)** **Text focus: Non-fiction – artefacts, description and technical vocabulary** 3 x shared/guided reading Decoding: Decode unfamiliar multi-syllabic words by chunking and applying phonics; reread to check understanding. VIPERS: Vocabulary – explain precise descriptive and topic words; Retrieval – identify details about the Crown Jewels; Inference – infer why the objects are important from textual clues.	**Genre: Letter writing** Focus: Purpose, audience, first person and questions A letter from a character Learning objectives: 1. I can identify the features and purpose of an informal letter. 2. I can choose a suitable greeting and ending for my reader. 3. I can write in the first person and use the correct tense. 4. I can include questions, opinions and reasons for writing. 5. I can write a letter from one character to another, checking punctuation and meaning. End-of-week product: A correctly structured letter written in role.	1. I can join words or clauses using and, but or or. 2. I can use a coordinating conjunction to link two ideas. 3. I can write sentences with coordinating conjunctions that make sense. **Twinkl SPaG focus:** Coordination **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Co-ordination	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Changing final -y to -ies **Words / guidance:** flies tries replies copies babies carries cries spies supplies magnifies	**Plan and deliver a short talk about a monarch or royal tradition.** **Learning objectives:** • I can organise facts into a clear beginning, middle and end. • I can use topic vocabulary and speak audibly, keeping to the point. • I can maintain the audience's interest and answer a question.
Week 4	**Text: Trooping the Colour (Literacy Shed Plus, Stage 2 – British Monarchy)** **Text focus: Information text – a royal ceremony and its purpose** 3 x shared/guided reading Decoding and fluency: Read accurately with appropriate pace, expression and attention to punctuation; self-correct when a word does not make sense. VIPERS: Retrieval – identify what happens during the ceremony; Sequence – order events; Explanation – explain the purpose of the ceremony using information from the text.	**Genre: Instructions – non-fiction** Focus: Imperative verbs, sequencing and clarity How to solve a royal problem Learning objectives: 1. I can identify the features of a set of instructions. 2. I can use imperative verbs to tell a reader what to do. 3. I can organise instructions using numbers or time words. 4. I can use clear sentences and commas in a list where appropriate. 5. I can write a clear set of instructions linked to an event or problem in the story. End-of-week product: A set of clear, sequenced instructions.	1. I can recognise when an apostrophe shows possession. 2. I can use an apostrophe to show that something belongs to one person or thing. 3. I can write possessive noun phrases with an apostrophe in the correct place. 1. **Twinkl SPaG focus:** Apostrophes for Possession **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Apostrophes for Possession	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /ɔ:/ sound spelt a before l or ll **Words / guidance:** all ball call walk talk always mall fall tall natural	**Poetry performance** **Learning objectives:** • I can rehearse and perform a poem using suitable pace, volume, tone and expression. • I can use pauses, actions or emphasis to communicate meaning. • I can listen to performances and give respectful, constructive feedback.

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 5	**Text: British Monarchy – revisit a Stage 2 information text** **Text focus: Consolidation – selecting and summarising relevant information** 3 x shared/guided reading Decoding: Read age-appropriate texts fluently, applying phonics to unfamiliar words and reading common exception words accurately. VIPERS: Summarise key information about the monarchy; retrieve evidence; explain the meaning of topic vocabulary and answer questions in full sentences.	**Genre: Poetry – list poem or rhyming poem** Focus: Word choice, rhythm, repetition and performance Poems fit for a king Learning objectives: 1. I can listen to and discuss poems, noticing favourite words and phrases. 2. I can generate ideas and vocabulary around a royal or story-related theme. 3. I can use repetition, rhythm or rhyme to shape a poem. 4. I can select line breaks and read my poem aloud with expression. 5. I can write, improve and perform my own poem inspired by The Cat and the King. End-of-week product: An original poem performed aloud.	1. I can identify whether a sentence is written in the past or present tense. 2. I can use past-tense verbs to describe events that have happened. 3. I can keep the tense consistent when writing about events. 1. **Twinkl SPaG focus:** Past and Present Tense **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Past and Present Tenses	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Common exception words **Words / guidance:** last past father class grass dad plant path bath hour make	**Royal proclamation: present a class rule or announcement in a formal voice.** **Learning objectives:** • I can adapt my language and register for a formal audience. • I can speak confidently, clearly and in complete sentences. • I can explain my choices and respond to questions.
Week 6	Reading comprehension assessment Reading fluency assessment	Writing assessment 1. Planning 2. Independent writing 3. Editing and proofreading 4. Assessment of composition, grammar, punctuation and spelling End-of-week product: Independent assessed piece of writing.	1. I can show what I know about this half-term's grammar and punctuation. 2. I can use word classes, conjunctions, apostrophes and tense accurately. 3. I can check and correct grammar and punctuation in my writing. **Twinkl SPaG focus:** Assess and Review	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Summer 1 consolidation **Words / guidance:** this have try wrong supply replies carries always natural plant	**Collaborative quiz and discussion: share and check facts about the monarchy.** **Learning objectives:** • I can contribute relevant information and ask for clarification when needed. • I can listen to and evaluate a partner's explanation. • I can summarise an important fact in my own words.
Week 7	**Text: British Monarchy – revisit a Stage 2 information text** **Text focus: Consolidation – retrieving, comparing and summarising information** 3 x shared/guided reading Decoding and fluency: Apply phonics to unfamiliar words, read common exception words accurately and read with appropriate pace, expression and attention to punctuation.	**Genre: Independent composition and poetry** Focus: Applying year-to-date writing skills Choosing the right form for the purpose Learning objectives: 1. I can identify the audience and purpose for a piece of writing. 2. I can plan ideas and organise them in a sensible order. 3. I can use appropriate vocabulary, sentence types and conjunctions. 4. I can reread and edit my writing for clarity, spelling and punctuation. 5. I can independently produce and present a polished piece of writing in a suitable form.	1. I can choose grammar and punctuation that suit the purpose of my writing. 2. I can apply the grammar skills I have learned across the year. 3. I can edit my work to make my sentences clear and accurate. 1. **School Week 7:** The supplied Twinkl overview specifies six weeks only. Revisit or apply the earlier SPaG focuses; no separate published Week 7 focus.	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Additional week: revisit published spellings **Words / guidance:** No additional weekly list is published for this week. Revisit the half-term's spellings and assess as appropriate; any teacher-entered focus above remains unchanged.	**Assessment and reflection: present one thing learned about British monarchy.** **Learning objectives:** • I can give a short, well-structured oral explanation. • I can identify a strength in my speaking and one next step.

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Power of reading text = The Cat and the King by Nick Sharratt
Links to wider curriculum = History – Kings and Queens
Story time text = The Queen's Nose by Dick King-Smith

SUMMER 1 — YEAR 2 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	VIPERS: Retrieve relevant facts, explain topic vocabulary, compare monarchs or royal traditions and summarise key information using evidence from the text.	End-of-week product: A polished independent piece of writing chosen to suit a clear purpose.		**SCHOOL-SELECTED SPELLING PRACTICE • additional Week 7** Revisit ten words from this half term's published Purple Mash lists; this is not an additional published week. See the selected practice words below. **School-selected practice words (from published Weeks 1–5):** write, written, cry, fly, flies, tries, all, ball, last, past.	

Power of reading text = Our Pebbles by Jarvis
Links to wider curriculum = Geography – Beside the Seaside
Story time text = The Magic Faraway Tree by Enid Blyton

SUMMER 2 — YEAR 2 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: What can you do at the seaside? (Literacy Shed Plus, Stage 2 – The Seaside)** **Text focus: Information text – seaside activities and features** 3 x shared/guided reading Decoding: Read two-syllable words and words with taught vowel digraphs; use phonics to decode unfamiliar seaside vocabulary. VIPERS: Retrieval – find activities and facts; Vocabulary – explain words linked to the coast; Summarise the main information.	**Genre: Poetry – descriptive poem** Focus: Sensory vocabulary, word choice and line breaks Noticing the seaside Learning objectives: 1. I can listen to and discuss poems about the sea and seaside. 2. I can collect words and phrases that appeal to the senses. 3. I can use repetition and carefully chosen vocabulary to create an effect. 4. I can organise ideas into short lines and reread them for rhythm. 5. I can write a descriptive seaside poem using sensory language. End-of-week product: A descriptive poem about the seaside.	1. I can use pronouns such as he, she, it and they to refer to people or things. 2. I can choose a pronoun that matches the noun it replaces. 3. I can use pronouns to avoid repeating the same noun too often. 1. **Twinkl SPaG focus:** Recapping Pronouns **Twinkl resource:** He, She, They and It Finish The Sentence Picture Description Cards	**Spelling rule taught:** Words learnt for test: **Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /ʌ/ sound spelt o **Words / guidance:** other mother brother nothing Monday cover money oven worry wonder	**Describe and guess: give clues about a seaside object or place.** Learning objectives: • I can give a clear description using precise adjectives and topic vocabulary. • I can listen carefully, ask questions and use clues to make a guess. • I can speak audibly and take turns.
Week 2	**Text: Seaside Magic (Literacy Shed Plus, Stage 2 – The Seaside)** **Text focus: Narrative – characters, setting and events** 3 x shared/guided reading Decoding: Read words with common suffixes and contractions; monitor	**Genre: Narrative – setting description** Focus: Expanded noun phrases and precise verbs A day at the beach Learning objectives: 1. I can identify details that make a setting vivid for a reader. 2. I can use adjectives, nouns and expanded noun phrases to describe the beach.	1. I can recognise a noun formed by adding -er to a verb. 2. I can explain how the suffix -er can describe a person who does something. 3. I can use nouns ending in -er accurately in sentences. 1. **Twinkl SPaG focus:** Forming Nouns Using -er	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Words ending -il **Words / guidance:** pencil fossil nostril pupil April gerbil lentil stencil utensil basil	**Compare seaside holidays past and present using picture prompts.** Learning objectives: • I can explain similarities and

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SUMMER 2 — YEAR 2 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
	reading for sense and reread to self-correct. VIPERS: Prediction – use clues to predict events; Inference – explain a character's feelings using evidence; Vocabulary – discuss descriptive language.	3. I can choose verbs that show movement and atmosphere. 4. I can combine ideas using and, but, because, when or if. 5. I can write a setting description of a seaside scene with accurate punctuation. End-of-week product: A vivid seaside setting description.	**Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Forming Nouns Using -er		differences using comparative language. • I can give reasons for my ideas and respond to a different viewpoint. • I can sequence an explanation so it is easy to follow.
Week 3	**Text: Postcards from the Seaside (Literacy Shed Plus, Stage 2 – The Seaside)** **Text focus: Narrative/first-person recount – viewpoint and details** 3 x shared/guided reading Decoding: Read longer words by chunking into syllables; read common exception words accurately and with increasing automaticity. VIPERS: Retrieval – locate details from the postcards; Inference – infer what the writer enjoyed; Explanation – identify clues that show the writer's viewpoint.	**Genre: Recount – personal experience** Focus: First person, past tense and time adverbials A memorable seaside visit Learning objectives: 1. I can identify the features of a recount. 2. I can plan events from a seaside visit in chronological order. 3. I can use first-person pronouns and the past tense consistently. 4. I can use time words and conjunctions to link events. 5. I can write a recount of a seaside visit with a clear sequence of events. End-of-week product: A chronological recount of a seaside visit.	1. I can recognise the progressive form of a verb. 2. I can use am, is or are with a verb ending in -ing. 3. I can write sentences in the progressive tense to describe an action happening now. 1. **Twinkl SPaG focus:** Progressive Tense **Twinkl resource:** PlanIt Y2 SPaG Lesson Pack: Forming the Progressive Tense	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /dʒ/ sound spelt ge/dge or g **Words / guidance:** badge edge bridge dodge fudge age huge change cage ledge	**Role-play: seaside visitor information desk — give advice to a family.** Learning objectives: • I can adapt my language to suit a helpful, informative role. • I can ask and answer questions clearly and politely. • I can give a well-structured explanation and check that the listener understands.
Week 4	**Text: Fossil Finder (Literacy Shed Plus, Stage 2 – The Seaside)** **Text focus: Biography/information text – fossils and discovery** 3 x shared/guided reading Decoding and fluency: Read accurately and fluently, using punctuation to support expression and rereading to check meaning. VIPERS: Vocabulary – clarify scientific words; Retrieval – identify facts; Explanation – explain how details in the text help the reader understand fossils.	**Genre: Information text – non-fiction** Focus: Facts, headings, subheadings and topic vocabulary Learning about pebbles and the coast Learning objectives: 1. I can distinguish facts from opinions in an information text. 2. I can gather and group facts about pebbles or the seaside. 3. I can organise information under a title and suitable subheadings. 4. I can use topic vocabulary and statements to explain information clearly. 5. I can write an information page about pebbles or a seaside topic. End-of-week product: An information page with a title, subheadings and facts.	1. I can recognise contractions such as don't and can't. 2. I can use an apostrophe to show where letters are missing in a contraction. 3. I can use contractions accurately in sentences and understand when a more formal form may be suitable. 1. **Twinkl SPaG focus:** Apostrophes for Contractions **Twinkl resource:** PlanIt Y2 Term 3A W4: Contractions Spelling Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /s/ sound spelt c before e, i and y **Words / guidance:** race ice cell city fancy lace dance price space trace	**Group discussion: how can we look after the seaside and its wildlife?** Learning objectives: • I can share ideas, listen actively and build on others' contributions. • I can justify suggestions and work with others to reach a shared decision.

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SUMMER 2 — YEAR 2 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
					• I can use relevant environmental vocabulary.
Week 5	**Text: A Victorian Seaside (Literacy Shed Plus, Stage 2 – The Seaside)** **Text focus: Historical information – comparing seaside holidays then and now** 3 x shared/guided reading Decoding: Apply phonics, syllable chunking and knowledge of common suffixes to read unfamiliar words; self-correct and check for sense. VIPERS: Compare past and present; Retrieval – find evidence about Victorian seaside visits; Summarise the main differences using information from the text.	**Genre: Persuasive writing – poster or letter** Focus: Audience, opinions, reasons and persuasive vocabulary Protecting our seaside environment Learning objectives: 1. I can explain why a seaside environment should be cared for. 2. I can identify persuasive words and phrases. 3. I can state an opinion and support it with reasons. 4. I can use commands, questions or exclamations where they suit the purpose. 5. I can create a persuasive poster or letter encouraging people to protect the seaside. End-of-week product: A persuasive poster or letter about caring for the seaside.	1. I can improve a sentence by choosing more precise words. 2. I can add detail to a sentence while keeping its meaning clear. 3. I can reread and edit my sentences to make them more interesting and accurate. 1. **Twinkl SPaG focus:** Uplevelling Sentences **Twinkl resource:** KS1 Uplevelling Sentences Activity Pack	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Common exception words **Words / guidance:** whole any many clothes busy people water again half money	**Poetry or seaside soundscape performance: perform a short poem with expression.** Learning objectives: • I can rehearse and perform spoken language using pace, volume, tone and action. • I can use sound words and descriptive vocabulary to create an effect. • I can evaluate a performance respectfully and explain my response.
Week 6	Reading comprehension assessment Reading fluency assessment	Writing assessment 1. Planning 2. Independent writing 3. Editing and proofreading 4. Assessment of composition, grammar, punctuation and spelling End-of-week product: Independent assessed piece of writing.	1. I can show what I know about pronouns, suffixes, tense and apostrophes. 2. I can apply grammar and punctuation accurately in my writing. 3. I can identify and correct mistakes when I edit my work. Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus:** Assess and Review **Additional grammar / review within Week 6** Review of all grammar concepts.	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Summer 2 consolidation **Words / guidance:** city any bridge pupil brother money nostril fudge fancy clothes	**Partner presentation: share a favourite seaside memory, place or fact.** Learning objectives: • I can organise a short talk with a clear sequence and relevant details. • I can speak fluently and audibly, maintaining the listener's interest. • I can answer questions and respond to feedback.

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