Year 2 text and outcomes

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald** | **The Owl Who Was Afraid of The Dark by Jill Tomlinson** (picture book and chapter book) | **The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter Disasters by Josh Lacey** | **Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton** | **The Last Wolf by Mini Grey**  | **Grandad’s Secret Giant by David Litchfield** |
| **Outcome**Fiction: write a story with focus on characters**Greater Depth**Story about two invented contrasting characters who swap places | **Outcome**Non-chronological report: write a fact sheet about owls**Greater Depth**Alter the layout to include own subheadings and extra features  | **Outcome**Fiction: write an adventure story with change of character and machine **Greater Depth**Story written in first person | **Outcome** Recount: write a diary entry of historical events from Major Glad’s point of view**Greater Depth**Diary entry to include the feelings of Major Dizzy | **Outcome**Letter: write a letter in role as the character persuading to save the trees**Greater Depth**Real life letter to specific audience e.g. local MP | **Outcome**Fiction: write a story with a moral focus**Greater Depth**Story from the point of view of the giant |

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word**Add -ly to turn adjectives into adverbs | **Word** | **Word** | **Word**Add -er and -est to adjectivesUse homophones and near homophones | **Word** Add suffixes to spell longer words (e.g -ment,- ful) |
| **Word** Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words. |
| **Sentence**Use subordination (because) and co-ordination (and)Use expanded noun phrases to describe and specify | **Sentence**Use co-ordination (but, or) | **Sentence**Write sentences with different forms: statement, question, exclamation, commandUse subordination (apply *because*, introduce *when*) | **Sentence**Use subordination (apply *because, when*; introduce *that*)  | **Sentence**Use subordination (*if*, *that*)  | **Sentence**Use subordination (when, if, that, because) and co-ordination (or, and, but)Use expanded noun phrases to describe and specify |
| **Text** | **Text**  | **Text** Use present and past tenses correctly and consistently (some progressive) | **Text**Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense | **Text**  | **Text** Use present and past tenses correctly and consistently including the progressive form |
| **Punctuation**Use punctuation correctly -full stops, capital letters | **Punctuation**Use commas to separate items in a list | **Punctuation**Use punctuation correctly - exclamation marks, question marks | **Punctuation**Use punctuation correctly – introduce apostrophe for the possessive (singular) | **Punctuation**Use punctuation correctly – apostrophes for contracted forms  | **Punctuation** |

**Year 2 Mastery Keys**