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 adjectives  Use 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, command  Use 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**