

	Year group: Year 2, Spring 1	Area/topic: The Dark by Lemony Snicket (objectives from NC/ELG/Development matters) Spelling NC: Pupils should be taught to spell by: • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling; • Learning to spell common exception words; • Learning to spell more words with contracted forms • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) • Add suffixes to spell longer words, including -ful, -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 NC: Pupils should be taught to: • 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 Composition NC: Pupils should be taught to: • Develop positive attitudes and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing for different purposes • Consider what they are going to write before beginning by: - 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: - evaluating their writing with the teacher - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation
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Vocabulary, grammar and punctuation NC:

Pupils should be taught to:

- Learn how to use:
 - both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas, for lists and apostrophes for contracted forms and the possessive (singular)
 - 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
 - co-ordination or, and, but
 - some features of written standard English
 - understand grammatical terminology in English Appendix two in discussing their writing.

Prior learning	Future learning
Composition: • plan or saying out loud what they are going to write about • communicate ideas and meaning confidently in a series of sentences (at least a paragraph in length) • write narratives about personal experiences and those of others (fictional) • write for different purposes • begin to evaluate their writing with the teacher re-reading to check that their writing makes sense • writing makes sense and is coherent Vocabulary, grammar and punctuation: • use full stops, capital letters, exclamation marks, question marks within a piece of writing • write sentences with different forms: statement, question within a piece of writing • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses are written correctly and consistently including the progressive form • join sentences together using co-ordination (or, and, but)	Composition: • encapsulate what they want to say, sentence by sentence • match organisation to purpose (showing awareness of how different formats of writing are structured and demonstrating an awareness of paragraphs) • evaluate their writing with the teacher and other pupils • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Vocabulary, grammar and punctuation: • continue to learn rules for adding suffixes where a change is needed to the root word • correctly use the suffixes - ness, -less, -ment • correctly use apostrophes for the contracted form • correctly use apostrophes for the possessive (singular) • join sentences together using sub-ordination (if, when, because, that) Spelling: • spell the year two common exception words

• use suffixes where the root of the word stays the same; -ing, -ed, -er, -est • use the following terminology when discussing writing: noun, noun phrase, question, exclamation, suffix, adjective, verb, past tense, present tense, statement Spelling: • spell at least 20 year two common exception words • use the phonemes that have been taught in Reception and Year 1 • to use graphemes to spell many words correctly • write from memory simple sentences dictated by the teacher that include words taught so far Handwriting: • form lower-case letters of the correct size relative to one another • 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 • begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	• spell a <u>few</u> homophones correctly (e.g. there/they're/their; see/sea; where/wear/were; hare/hair; right/write; be/bee; to/too; blew/blue; which/witch; would/wood; whole/hole; your/you're; hour/our) • spell <u>some</u> words in contracted form correctly • begin to correctly spell some words where a change is needed to the root word before adding a suffix Handwriting: • consistently form the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Composition: • Collaboratively write poetry within a group • usually sustain narrative and non-narrative forms writing at length • write down ideas and/or key words, including new vocabulary • evaluate their writing with the teacher • re-read to check that their writing makes sense, particularly that verbs have been written in the correct tense • proof-read to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. Vocabulary, grammar and punctuation:	• Pupils will participate in hold a sentence activities to learn the key knowledge and skills needed for writing. • Pupils will have opportunity to write independent pieces to apply their learning to their writing. • Pupils will learn to write for the following purposes: - collaborative poetry writing

- use commas for lists
- begin to use apostrophes for contracted forms
- begin to use apostrophes for the possessive (singular)
- write a range of sentences with different forms
- use interesting and ambitious adjectives
- write sentences with different forms: statement, question, exclamation, command within a piece of writing
- join sentences together using sub-ordination (when, because)
- begin to learn rules for adding suffixes where a change is needed to the root word
- correctly use the suffixes -ful, -ly
- use the following terminology when discussing writing: apostrophe, comma, compound, adverb, command

Spelling:

- spell at least 30 year two common exception words
- use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words
- learn alternative ways for spelling phonemes and apply the correct grapheme to some spellings
- begin to understand how to spell a few words in contracted form correctly
- write from memory simple sentences dictated by the teacher that include words taught so far.

Handwriting:

- form the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- creating a call and response poem with a partner
- story telling from different character perspectives
- instructional writing

Key vocabulary

Adjective, noun, expanded noun phrase, punctuation, capital letter, full stop, question mark, exclamation mark, apostrophe, possessive, contraction word, poetry, verse, onomatopoeia, perspective, command, instructions, verb, adverb, equipment, bullet points.

Common misconceptions

- Use of alternative graphemes to match phoneme.
- Using the letter 't' for the -ed suffix.
- Spelling the -ful suffix as -full
- Use of an exclamation mark for a question or a question mark for an exclamation.
- Writing in first or third person when retelling a story.

Books linking to this area

- Wolves by Emily Gravett (link with unexpected endings)
- The tunnel by Anthony Browne
- Orion and the dark by Emma Yarlett
- The owl who was afraid of the dark by Jill Thomlinson
- Darkness slipped in by Ella Burfoot
- Ready, steady, ghost by Elizabeth Baguley and Marion Lindsay

• Children may think the suffixes -ed, -ing, -er, -est, -ful and -ly can be added to the end of any word. • Pupils may think that poems must rhyme. • The structure of poem lines and the punctuation needed.	• Traditional tale of Sleeping Beauty
Memorable first hand experiences	Opportunities for communication
• Experiencing dark through a dark den or dark room. • Listening to other scary stories. • Watching 'scary' trailers for the text. • Creating shadow puppets. • Listening and responding to music using art resources. • Exploring charcoal to represent dark. • Making glow jars.	• Responding to music and verbally explaining responses to one another. • Working collaboratively to create a poem. • Creating a call and response poem with a partner. • Acting out scenes from the story with a partner or within a group. • Using expression and intonation to perform a poem. • Sharing opinions of the book. • Using reading comprehension skills to discuss POR text such as inference, prediction, retrieval etc.

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Reasonable adjustments for pupils with SEND

Communication and Interaction

- *Visual aids and word mats with pictures for key words in that lesson.
- *Hands on experiences to encourage communication and interaction with others.
 - *Pre teaching any new vocabulary.
 - *Pre teaching new terminology such as linked to SPAG
 - *Short, simple instructions
 - *Provide pupils with thinking time
 - *Adults modelling full sentences
 - *Adults modelling writing activities

Cognition and Learning

- *Opportunity for hands on exploration and verbally sharing thoughts and ideas with one another.
 - *Pre teaching new vocabulary/terminology.
 - *Activities adapted to suit individual.
- *Using working walls and floorbooks to aid learning and remind of previous learning.
- *Visual aids as prompts of success criteria e.g. Large C for capital letters or picture of finger for finger spaces.
 - *Word bank/mat with pictures to support writing key words or tricky words.
 - *Highlighted letters in yellow for children to trace if needed.
 - *Highlighted lines to support writing on the line. (Using a highlighting pen).
 - *Adaptations to the hold a sentence process to suit individual needs e.g. some words left visible for the child or the child is inserting an initial sound to a word in the sentence.
- *Varying lengths of hold a sentence and types of words used within the sentence.
 - *Tasks broken down into smaller steps.

Social, Emotional and Mental health

- *Awareness of individual needs, any potential triggers within the curriculum and the child's background.
- *Pre prepare children for any activity they could find triggering or difficult in some way.
 - *Hold a sentence to be completed within a smaller group or 1:1 if required.
- *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.
 - *Adjustments made where needed to suit individual.
 - *Use now and next board
 - *Sand timers
 - *Movement breaks in between writing

Sensory and Physical

- *Adult support with any practical activities.
- *If a child enjoys sensory activities, then plan for this wherever possible within the lesson e.g. writing into sand, playdough, with chalk etc.
 - *Pencil grips
 - *Appropriate seating
 - *Writing slope
 - *Using a variety of writing tools
 - *Wobble boards
 - *Enlarged text
- *Variety of coloured paper to write onto