

	Year group: Year 2, Summer 1	Area/topic: The Secret of Black Rock by Joe Todd-Stanton
	(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, including a few common homophones; • Learning to spell common exception words; • Learning to spell more words with contracted forms; • Learning the possessive apostrophe (singular); • Distinguishing between homophones and near-homophones; • Add suffixes to spell longer words, including -ful, -ly, -ment, -ness, -less; • Apply spelling rules and guidance, as listed in English Appendix 1; • 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 about real events - 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 • Read aloud what they have written with appropriate intonation to make the meaning clear. 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 - subordination (when, if, that, because) and co-ordination (or, and, but) - the grammar for year 2 in English Appendix 2 - some features of written standard English - understand grammatical terminology in English Appendix two in discussing their writing.
--	---

Prior learning	Future learning
Composition: • write poetry • write about real events • 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: • use commas for lists • begin to use apostrophes for contracted forms • begin to use apostrophes for the possessive (singular)	Composition: Pupils should be taught to: • plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas • draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements

- 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 40 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

-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Spelling:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary

	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
--	---

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
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 • spell a <u>few</u> homophones correctly (e.g. there/they're/theirs; 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:	• 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: - character description - story writing - real event

consistently form the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		
Key vocabulary		
Punctuation, statement, command, exclamation, questions, apostrophe, comma, paragraph, expanded noun phrase, habitat, over-fishing		
Common misconceptions	Books linking to this area	
- Use of alternative graphemes to match phoneme. - Adding suffixes to words without making change needed such as doubling the consonant. - Following learnt suffix rules when not needed such as doubling the consonant of a root word that is not needed. - Children may think the suffixes -ed, -ing, -er, -est, -ful, -ly, -ment, -ness or -less can be added to the end of any word. - Misunderstanding paragraphs and leaving lines blank where not needed such as the middle of a paragraph. - Muddling tenses during a longer piece of writing. - Adding an apostrophe in the incorrect place of to a range of words. - Adding an apostrophe for a contracted form without removing a letter. - Drawing a comma instead of an apostrophe and vice versa.	- The big book of the blue by Yuval Zommer - Gracie the lighthouse cat by Ruth Brown - Clean up! By Nathan Bryon - Flotsam by David Wiesner - Tiddler by Julia Donaldson - Little boat by Thomas Docherty - The hairy toe by Daniel Postgate - The journey home by Frann Preston-Gannon - Jim and the beanstalk by Raymond Briggs	
Memorable first hand experiences	Opportunities for communication	
- Visit a sealife centre - Pond dipping - Learning to use a fishing rod - Visiting a beach to explore habitats including rock pools - Exploring shells, seaweed, rocks etc. from a beach and making observational drawings - Litter pick - Children to visit RNLi centre or ask a volunteer to visit the school	- Creating artwork in response to beginning of story and sharing ideas with one another - Creating and sharing own stories with each other. - Sharing opinions of the book. - Using reading comprehension skills to discuss POR text such as inference, prediction, retrieval etc. - Visiting reception children to read own stories aloud.	

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