

Year 2				
Unit Outcomes/Aims :			NC2014 Statements:	
<b>Initial Ideas</b>	<ul style="list-style-type: none"> <li>• <b>Experiences/stimuli to inspire and motivate writers</b> - quality text, moving image text, educational visit, role-play.</li> </ul>			<p><b>Spoken Language</b> Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p> <p><b>Reading – Word reading</b></p> <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same GPCs as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words</li> <li>• read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Reading - Comprehension</b> develop pleasure in reading, motivation to read and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books.</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear</li> <li>• checking that the text makes sense to them as they read and making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves,</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p><b>Writing – Transcription</b> Spell by:</p> <ul style="list-style-type: none"> <li>• segmenting words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Spoken Language</b> – Speaking &amp; Listening opportunities, Drama and role play such as hot-seating, group discussion and interaction.</li> </ul>			
	<p><b>Reading Opportunities</b> – word reading, reading comprehension, reading for pleasure.</p> <ul style="list-style-type: none"> <li>• Daily guided reading.</li> <li>• Frequent class story read by an adult.</li> <li>• Opportunity to read for pleasure.</li> </ul>			
	<p><b>Writing</b> - transcription (spelling &amp; handwriting), composition (grammar and punctuation)</p> <ul style="list-style-type: none"> <li>• Active Spelling Games lesson starters everyday</li> </ul>			
	<p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>• Peer/Self-assessment against success criteria created in Phase 2.</li> <li>• Time to respond to marking comments.</li> <li>• Guided group or individual verbal feedback from teacher.</li> <li>• Toolkit/marking ladders.</li> </ul>			
Teaching Process (school’s agreed way of working)		‘I am learning to...’ Statements	Learning Contexts and Activities (what you could do to teach each area within the phases)	Writing Opportunities (what writing will they be doing in each phase)
<b>Specific Teaching</b>	<p><b>PHASE 1 – familiarisation with the text/genre:</b></p> <ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge</b> – explore focus of unit, identify intended outcome.</li> <li>• <b>Immersion</b> – read &amp; respond (through speaking &amp; listening, writing, reading comprehension) to develop understanding. Read, compare evaluate texts. Drama, role-play.</li> <li>• <b>Analysis</b> – the big picture – structure, authorial intent (purpose and audience). Identify and comment on language features of the genre.</li> <li>• <b>Cold writing</b> – extended writing opportunity. Focused marking to feed into planning and provide individual targets.</li> </ul>			
	<p><b>PHASE 2 – capturing ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>Analysis</b> – zooming in, text annotation, language features, grammar and punctuation. Practicing key skills related to the genre. Extended writing opportunities using skills.</li> <li>• <b>Revisit intended outcome</b> – purpose and audience. Create a success criteria based on texts already read.</li> <li>• <b>Develop and collect ideas</b> – reading, speaking &amp; listening, drama, role-play, research, writing.</li> <li>• <b>Shaping ideas</b> – oral and written planning.</li> </ul>		•	•

<p><b>PHASE<sub>3</sub> – writing:</b></p> <ul style="list-style-type: none"> <li>• <b>Revisit intended outcome</b> – recap structural and language features identified in Phases 1 and 2.</li> <li>• <b>Writing process</b> – draft – proof-read for mistakes in spelling/punctuation – edit to improve meaning for reader – present/share – reflect.</li> </ul>	•	•		<ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i></li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>
<p><b>PHASE 4 –Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Share writing with whole class, in assembly and/or to parents.</li> <li>• Role-play</li> <li>• <b>Hot writing</b> – extended writing of focus genre to assess the teaching and learning.</li> </ul>	•	•	•	<p><b>Writing – Composition</b> develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Writing – grammar and punctuation</b> Learn how to use:</p> <ul style="list-style-type: none"> <li>• both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li>• subordination (using <i>when, if, that, or because</i>) and <b>co-ordination</b> (using <i>or, and, or but</i>).</li> <li>• <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>• <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</li> </ul>