

Narrative

1	Read and discuss We're Going on a Lion Hunt by David Axtell.
2	Identify and use onomatopoeia to describe pictures and events.
3	Use descriptive sentences to describe a scene.
4	Plan a five part story using a story mountain plan.
5	Write a five part story using a story mountain plan.
6	Make choices to edit and improve writing.

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- checking that the text makes sense to them as they read and correcting inaccurate reading
- answering and asking questions
- writing narratives about personal experiences and those of others (real and fictional)
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- evaluating their writing with the teacher and other pupils
- 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 [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- some features of written Standard English
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Letters

1	Write a postcard.
2	Identify letter features.
3	Write a letter.

- writing for different purposes
- 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 [for example, ends of sentences punctuated correctly]

African Tails

English thematic topic for Year 2

Recount

1	Read and analyse a safari recount.
2	Write a recount about an event reported in the news.
3	Write a recount from a picture.

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- 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
- read aloud what they have written with appropriate intonation to make the meaning clear
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form

Fact Books

1	Read and understand facts about African animals.
2	Research facts about African animals.
3	Create a fact book.

- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- answering and asking questions
- writing for different purposes
- planning or saying out loud what they are going to write about
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Newspapers

1	Identify newspaper features.
2	Generate content for a newspaper article.
3	Write a newspaper article.

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- writing for different purposes
- planning or saying out loud what they are going to write about
- 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 [for example, ends of sentences punctuated correctly]

Poetry

1	Perform and express views about a poem.
2	Discuss word, grammar and punctuation choices and their effect in poems.
3	Write and perform animal alphabet poems.

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- writing poetry
- planning or saying out loud what they are going to write about
- read aloud what they have written with appropriate intonation to make the meaning clear

Reading - word reading	
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes 	<ul style="list-style-type: none"> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading
Reading - comprehension	
<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> 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) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 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 	<p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>TEXT</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 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 evaluating their writing with the teacher and other pupils 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 [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <p>TERMINOLOGY FOR PUPILS</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

African Tails : Fact Books : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and understand facts about African animals.	Your children will think about what a fact is and discover lots of facts about African animals. Your class will identify the facts about different animals and then share some of the facts they have learnt, building up the class's knowledge about African animals.	<ul style="list-style-type: none"> • Do children understand what a fact is? • Can children explain the difference between a fact and an opinion? • Can children share facts they know about animals? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Fact Cards 1A/1B (FSD...? activity only) • Animal Height Cards 1A (FSD...? activity only) • Animal Height Fact Sheet 1A (FSD...? activity only)
Lesson 2	To research facts about African animals.	Your class will recap what the difference between fiction and non-fiction is. They will share facts they know about African animals and then they will answer questions about African animals.	<ul style="list-style-type: none"> • Can children recall facts? • Can children explain the difference between fiction and non-fiction? • Can children find facts in a text? 	<ul style="list-style-type: none"> • Slides • Hippo Sheet 1A (Teaching Input only) • Worksheet 2A/2B/2C • Research Sheet 2A • Worksheet 2D (FSD...? activity only) • African Animals Height Sheet 2A (FSD...? activity only) • Fact Cards 2A (FSD...? activity only)
Lesson 3	To create a fact book.	Your class will recall the facts they know about African animals before creating a page of a fact book. They will need to sort the facts they know and include the relevant facts on each animal's fact book page. This lesson concludes with an African animal quiz.	<ul style="list-style-type: none"> • Can children recall facts? • Can children sort facts into relevant groups? • Can children create their own fact books? 	<ul style="list-style-type: none"> • Slides • Fact Books 3A/3B/3C/3D/3E/3F • Information Sheet 3A/3B/3C • Fact Books 3G (FSD...? activity only)

African Tails : Letters : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To write a postcard.	Children will look at the features of a postcard, locating the address, stamp and message. They will be encouraged to think about the purpose and content of the postcards as well as their features. Your class will discuss about how the messages are opened and closed, before examining a postcard sent by Sunny.	<ul style="list-style-type: none"> • Can children identify the features of a postcard? • Can children write a postcard for a purpose? • Can children identify if writing is formal or informal? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Postcard Templates 1A (FSD...? activity only) • Features Cards 1A/1B (FSD...? activity only)
Lesson 2	To identify the features of a letter.	Children will compare the format and features of letters and postcards, looking for similarities and differences. They will look closely at the content of Sunny's postcards and decide if he is enjoying his time away. Your class will then write or create a letter to Sunny persuading him to come home.	<ul style="list-style-type: none"> • Can children identify the features of a letter? • Can children think of persuasive arguments? • Can children order a letter? 	<ul style="list-style-type: none"> • Slides • Audio file of Sunny's parents • Worksheet 2A/2B/2C • Letter Sections 2A/2B (FSD...? activity only)
Lesson 3	To write a letter.	Children will finish reading 'Meerkat Mail' by Emily Gravett then they will write a letter to Sunny. They will be encouraged to lay out their letter correctly and think carefully about what they are going to say to Sunny. Your class will be provided with sources of information to help them decide on the content of their letter.	<ul style="list-style-type: none"> • Can children identify and use the features of a letter? • Can children use information to support their persuasive arguments? • Can children write a letter for a purpose? 	<ul style="list-style-type: none"> • Slides • Letter Prompt Sheet 3A • Worksheet 3A/3B • Destinations Sheet 3A • Letter Features 3A/3B • Worksheet 3C (FSD...? activity only) • Holiday Memory Sheet 3A (FSD...? activity only) • Meerkat Likes and Dislikes Sheet 3A (FSD...? activity only)

African Tails : Narrative : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and discuss the 'We're Going on a Lion Hunt' story.	The children will develop their language skills as they infer meaning and talk about the themes in the story. They will describe how they would feel if they saw a lion, then they will describe how the characters are feeling at each stage of the story and freeze frame their reactions.	<ul style="list-style-type: none"> Can children talk about a story? Can children retell a story? Can children use freeze frames to show how characters are feeling at different points in the story? 	<ul style="list-style-type: none"> Slides Picture Prompts 1A/1B Worksheet 1A/1B (FSD...? activity only) Character Cards 1A (FSD...? activity only) Story Section Card (Plenary only)
Lesson 2	To use onomatopoeia.	The children will come up with examples of onomatopoeia and then select the most appropriate ones to use in their descriptive sentences. They will use pictures of African animals as the focus for their writing.	<ul style="list-style-type: none"> Can children think of onomatopoeic words? Can children select appropriate onomatopoeic words for a purpose? Can children use onomatopoeia? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Worksheet 2D (FSD...? activity only) Photo Cards 2A (FSD...? activity only)
Lesson 3	To use descriptive sentences to describe a scene.	Your class will write descriptive sentences inspired by a photo of an African animal in a landscape. They will think of and use adjectives, adverbs and onomatopoeia. There is also the opportunity for them to edit and improve their writing individually and example texts as a class.	<ul style="list-style-type: none"> Can children use appropriate adjectives to describe a picture? Can children use appropriate adverbs to describe a picture? Can children edit and improve descriptions? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards 3A (FSD...? activity only)
Lesson 4	To plan a five-part story.	Your class will explore a variety of stories as they think about the five parts that most stories can be split into. They will use these sections to create their own story plans. They will also think about a variety of scenarios that can complete partially filled-in story plans.	<ul style="list-style-type: none"> Can children break a story down into five separate parts? Can children use words and phrases to describe parts of a story? Can children think creatively but logically to complete an incomplete story? 	<ul style="list-style-type: none"> Slides Story Plan 4A/4B/4C Picture Cards 4A/4B (FSD...? activity only)
Lesson 5	To write a story using a five-part plan.	The children will use five-part story plans to write their own stories. They will use the structure of the story plan to help them structure their narrative writing. Your class will be encouraged to make appropriate vocabulary choices when writing their stories.	<ul style="list-style-type: none"> Can children follow a plan to write a story? Can children use a variety of elements in their writing to make it interesting? Can children read their work out loud? 	<ul style="list-style-type: none"> Slides Story Plans written in lesson 4 Worksheet 5A/5B Word Bank 5A/5B Story Plan 5A/5B/5C (FSD...? activity only)
Lesson 6	To edit and improve writing.	The children will think about the role editing plays in improving writing and spotting mistakes. Then they will edit and improve an example text before improving their own story writing.	<ul style="list-style-type: none"> Can children spot mistakes in their work? Can children make suggestions about how to improve their work? Can children say how they have improved a sentence? 	<ul style="list-style-type: none"> Slides Story Plans written in lesson 4, stories written in lesson 5 Worksheet 6A Challenge Cards 6A/6B/6C Word Card 6A/6B Thesaurus Editing Cards 6A/6B (FSD...? activity only)

African Tails : Poetry : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To perform and express views about a poem.	Children will examine and perform the 'Animal Fair' poem. They will think about and discuss the vocabulary, punctuation and rhythm of the poem and the effect they have on the audience.	<ul style="list-style-type: none"> • Can children read with expression? • Can children use emphasis in appropriate places? • Can children perform poems from memory? 	<ul style="list-style-type: none"> • Slides • Poem Sheet 1A/1B • Poem Strips 1A (FSD...? activity only) • Challenge Cards 1A (FSD...? activity only)
Lesson 2	To discuss word, grammar and punctuation choices and their effect in poems.	You class will explore several poems that use different features to create an effect. They will explore poems that use a variety of features, including nonsense words. Your children will then locate the features and talk about what they like and dislike about the poems.	<ul style="list-style-type: none"> • Can children talk about the language used in poems? • Can children find the definitions of words they don't know? • Can children talk about their likes and dislikes of poems? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Challenge Cards 2A/2B/2C • Worksheet 2D (FSD...? activity only) • Spike Milligan Poems (FSD...? activity only) • Thesaurus (FSD...? activity only)
Lesson 3	To write alphabet poems about animals.	Your class will learn about Edward Lear and look at his 'Nonsense Alphabet' poem, focusing on the grammar, punctuation and spelling used and the effect it makes. They will then create their own alphabet poems and have the opportunity to perform them.	<ul style="list-style-type: none"> • Can children identify SPaG used in poems and the effect they create? • Can children write a poem in a given style? • Can children perform their poem? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Worksheet 3D/3E/3F (FSD...? activity only) • African Animals Sheet (FSD...? activity only)

African Tails : Recounts : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and analyse a safari recount.	Children will discuss and locate the features of a recount. They will think about what chronological means and find evidence of the past tense and other vocabulary features. They will also have the chance to answer a range of comprehension questions to demonstrate their understanding.	<ul style="list-style-type: none"> • Can children identify the features of a recount? • Can children use a piece of non-fiction writing to answer comprehension questions? • Can children explain the evidence to support their answer? 	<ul style="list-style-type: none"> • Slides • Worksheets 1A/1B/1C • Recount Sheet 1A (FSD...? activity only) • Recount Order (FSD...? activity only) • Picture Cards 1A (FSD...? activity only)
Lesson 2	To write a recount about an event reported in the news.	Children will read and analyse a newspaper report. Then they will use it as a stimulus for recount writing. Your class will have the opportunity to imagine they were present when the event occurred and write about it from their own point of view. They will be able to demonstrate and apply their understanding of recount writing.	<ul style="list-style-type: none"> • Can children identify the features of chronological reports? • Can children write for a purpose? • Can children use genre-appropriate features in their writing? 	<ul style="list-style-type: none"> • Slides • News Report 2A/2B/2C • Missing Sections 2A/2B • Worksheet 2A
Lesson 3	To write a recount from a picture.	Your class will generate words from a picture stimulus, thinking of relevant nouns, verbs and adjectives. Then they will use their generated words to write recounts from the point of view of the photographer. They will be reminded that recounts are written in the past tense and they will practise changing verbs from the present tense to the past tense.	<ul style="list-style-type: none"> • Can children generate appropriate words? • Do children know what nouns, verbs and adverbs are? • Can children write recounts using a picture stimulus? 	<ul style="list-style-type: none"> • Slides • Picture Cards 3A/3B/3C • Worksheet 3A/3B/3C • Picture Cards 3D/3E/3F/3G/3H/3I (FSD...? activity only) • Sentence Sheet 3A (FSD...? activity only)

African Tails : Newspapers : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the features of a newspaper.	Children will look at the features of a newspaper. They will be encouraged to think about the purpose and content of the newspapers and then answer comprehension questions about newspaper articles.	<ul style="list-style-type: none"> • Can children identify the features of a newspaper? • Can children answer comprehension questions? • Can children talk about and discuss newspapers? 	<ul style="list-style-type: none"> • Slides • Newspaper Report 1A/1B/1C • Challenge Cards 1A/1B • Worksheet 1A • Variety of newspapers (FSD...? activity only) • Challenge Cards 1C (FSD...? activity only)
Lesson 2	To generate the content for a newspaper article.	Children will recap the features of a newspaper article before generating the content they will use when they write their article. They will either be given newspaper headlines and challenged to role-play the story they think is being reported or they will survey their peers and report on their findings.	<ul style="list-style-type: none"> • Can children identify the features of newspaper articles? • Can children act out events? • Can children think of suitable quotes? 	<ul style="list-style-type: none"> • Slides • Headline Cards 2A/2B/2C • Picture Cards 2A/2B/2C • Animal Masks 2A/2B/2C/2D • Small world animal toys • African Animal Sheet 2A (FSD...? activity only)
Lesson 3	To write a newspaper article.	Children will recap the features of a newspaper, including quotes, before writing their own articles containing the features they have been learning about. This lesson concludes with a challenge for the children to think of newspaper headlines to match pictures.	<ul style="list-style-type: none"> • Can children identify the features of a newspaper article? • Can children write newspaper articles? • Can children include quotes in their articles? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Children's notes from previous lesson • Worksheet 3D (FSD...? activity only)