

Year 2 Pathway Summer 1



Ocean Meets Sky
Eric Fan and
Terry Fan

15 sessions, 3 weeks

Own version fantasy world narratives

Setting & character descriptions,
labels, diaries, postcards, captain's logs,
instructions, dialogue



Rosie Revere, Engineer
Andrea Beatty

15 sessions, 3 weeks

Leaflet for local landmarks

Short explanations, writing in role,
reports, adverts

Writing (Composition)

Develop positive attitudes towards 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:

- Encapsulating what they want to say, sentence by sentence
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary

Make simple additions, revisions and corrections to their own writing by:

- 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]

Vocabulary, Grammar & Punctuation

- Formation of nouns using suffixes such as *-ness*, *-er* and by compounding [for example, *whiteboard*, *superman*]
- 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
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Use apostrophes for contraction and singular possession

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Discussing the sequence of events in books and how items of information are related
- Discussing their favourite words and phrases

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making predictions and simple inferences
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Being encouraged to link what they read or hear read to their own experiences
- Discussing word meanings, linking new meanings to those already known
- Being introduced to non-fiction books that are structured in different ways

Spelling rules and words

Common Exception Words

After, class, great, hold, hour, half, improve, move, past, water, everybody, wild, beautiful, path, kind, last, pass, eye and gold

Spelling Rules and Patterns

Adding *-ed*, *-ing*, *-er* and *-est* and *-y* to words

The sound spelt as *ge* and *dge* at the end of words, and sometimes spelt as *g* elsewhere in words before *e*, *i* and *y*

The */l/* or */el/* sound spelt *-el* at the end of words