



Year 2/3– Programme of Study

<u>Narrative</u>	Traditional Tales and Fairy Tales (3 weeks)	Classic Picture Book (2 weeks)	Contemporary Picture Book (2 units, each lasting 2/3 weeks)	Mythical characters (3 weeks)	Contemporary Fiction (3 weeks)
<p>Suggested texts (these are just examples, please look on the Power of Reading for further texts, or one linked to your topic for the term)</p>	<p>Check which stories have been covered in Year 1. Could include variations on traditional tales, eg Mr Wolf’s Pancakes by Jan Fearnley Into the Forest – Anthony Browne</p>	<p>Mog Stories – Judith Kerr The Snow Lady – Shirley Hughes On the Way Home – Jill Murphy Mr Gumpy’s Outing – John Burningham Jamela’s Dress – Niki Daly Mrs Armitage on Wheels – Quentin Blake</p>	<p>The Princess and the White Bear King – Tanya Robyn Batt Arthur and the Golden Rope – Joe Todd-Stanton Into the Forest – Anthony Browne Imaginary Fred – Eoin Colfer Stardust – Jeanne Willis I Want My Hat Back – Jon Klassen Fergal is Fuming – Robert Starling Friends – Kim Lewis Space Tortoise – Ross Montgomery Tidy – Emily Gravett Grace and Family – Mary Hoffman Grumpycorn – Sarah McIntyre Kaya’s Heart Song – Diwan Tharan Sanders Julian is a Mermaid – Jessica Love Ruby’s Worry – Tom Percival Traction Man – Mini Grey</p>	<p>Greek Myths – Marcia Williams Greek Myths – Geraldine McCaughrean Orchard Book of First Greek Myths – Saviour Pirota</p>	<p>The Abominables – Eva Ibbotson The Wizards of Once – Cressida Cowell Unusual Day – Sandi Toksvig Operation Gadgetman! – Malorie Blackman The Owl Who Was Afraid of the Dark – Jill Tomlinson Flat Stanley – Jeff Brown Varjak Paw – SF Said Pugs of the Frozen North – Philip Reeve and Sarah McIntyre Apprentice Witch – James Nicol The Naughtiest Unicorn – Pip Bird The Land of Roar – Jenny McLachlan Planet Omar – Zanib Mian The Akimbo Adventures – Alexander McCall Smith Tom’s Sausage Lion – Michael Morpurgo</p>
<p>Suggested final written outcome</p>	<p>Write a re-telling of a traditional tale or another adventure featuring the same characters.</p>	<p>Use plots or characters to inspire own story.</p>	<p>Use text as a basis for adaptation and/or model to write new story.</p>	<p>Focus on one myth and write a new story containing a mythical character</p>	<p>Write a section of narrative based on the text, e.g. an ending before the ending is read.</p>
<p>SPaG to be taught in unit Year 2 Year 3</p>	<p>Similes e.g. <i>Snow covered the ground like a blanket. His face was as red as a radish.</i> Use the suffix <i>-ly</i> to turn adjectives into adverbs Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] including alliteration</p>	<p>Understand 5 parts to a story with more complex vocabulary and secure use of planning tools . Opening e.g. <i>In a land far away.... One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i></p>	<p>Understand 5 parts to a story with more complex vocabulary and secure use of planning tools . • Opening e.g. <i>In a land far away.... One cold but bright morning....</i> • Build-up e.g. <i>Later that day</i> • Problem / Dilemma e.g. <i>To his amazement</i> • Resolution e.g. <i>As soon as</i> • Ending e.g. <i>Luckily, Fortunately,</i> Use the suffix <i>-ly</i> to turn adjectives into adverbs Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p>	<p>Understand 5 parts to a story with more complex vocabulary and secure use of planning tools . Opening e.g. <i>In a land far away.... One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> Apostrophes to mark singular possession in nouns, e.g. <i>the girl’s name</i> Vary sentence length e.g. Long sentences to add description/information and short sentences for emphasis.</p>	<p>Consistent use of the present tense Use the progressive form of verbs in the present tense to mark actions in progress, e.g. <i>she is drumming</i> Vary sentence length e.g. Long sentences to add description/information and short sentences for emphasis. Introduction to inverted commas to punctuate direct speech</p>

	e.g. <i>wicked witch, slimy slugs</i> Introduction to inverted commas to punctuate direct speech Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]	2 adjective + noun sentence (2 adjectives describe the noun) e.g. <i>The glamorous, intelligent princess kissed the grotesque, warty frog.</i> <i>'Ing'</i> clause as a starter e.g. <i>Sighing, the boy finished his homework. Grunting loudly, the pig lay down to sleep. Driving to town, he stopped to see the UFO land.</i>	including alliteration e.g. <i>wicked witch, slimy slugs</i> List of 3 for description e.g. <i>He wore old shoes, a dark cloak and an orange hat.</i> <i>African elephants have long trunks, curly tusks and large ears. She was kind, she was beautiful and she was generous.</i> Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i>	<i>'Ing'</i> clause as a starter e.g. <i>Sighing, the boy finished his homework. Grunting loudly, the pig lay down to sleep. Driving to town, he stopped to see the UFO land.</i>	
Non-Fiction	Recount/Diary (2 weeks)	Report (2 units, each lasting 2 weeks with a written outcome for each unit)	Instructions (2 weeks)	Letter writing (2 weeks)	
Suggested texts (these are just examples)	Toby and the Great Fire of London – Margaret Nash Vlad and the Great Fire of London – Kate Cunningham	The First Book of Animals in Nature – Nicola Davies Caterpillar Butterfly – Vivian French Camiile and the Sunflowers – Laurence Anholt Little Whale – Jo Weaver Seahorse: the Shyest Fish in the Sea – C Butterworth The Emperor's Egg – Martin Jenkins River Story – Meredith Hooper Big Book of Animals (or others in series) – Yuval Zommer	The Robot and the Bluebird – David Lucas How to Help a Hedgehog and Protect a Polar Bear – Jess French A Little Guide to Wild Flowers – Charlotte Voake The Street Beneath my Feet-Charlotte Guillan	The Day the Crayons Quit – Drew Daywalt Meerkat Mail – Emily Gravett Dear Dinosaur – Chae Strathie Dear Greenpeace – Simon James	
Suggested final written outcome	Write an account of a personal experience or write in role about an real event eg in history.	Begin to take notes from information texts with varying structures and use to create own text. Include features of information texts in writing	Write a series of fiction or non-fiction based instructions, including diagrams	Use the conventions of letter writing.	
SPaG to be taught in unit Year 2 Year 3	Coordinating conjunctions (but, or, so, and, for) Subordinating conjunctions (when, whilst, before, after) Formation of adjectives using suffixes such as – <i>ful, -less, -est, -er</i> Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] including alliteration e.g. <i>wicked witch, slimy slugs</i> Adverbs and adverbial phrases as starters to embellish simple sentences	Coordinating conjunctions (but, or, so, and, yet) Subordinating conjunctions (if, when, because, even if, so that) Expanded noun phrases to add details to nouns with of, from, under, around, surrounding, next to, above, with e.g. <i>the sea surrounding the island, the warriors of Sparta</i> Generalising for information e.g. <i>Most cats enjoy being stroked gently. Some... All... The majority..... A few....</i> Headings and subheadings to aid presentation Introduction to paragraphs as a way to group material Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world</i>	Subordination (using <i>when, if, that, because, until, so that</i>) and co-ordination (using <i>or, and, but</i>) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (including the punctuation) Commas to separate items in a list Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or	Question and exclamation sentences e.g. <i>Where could he be? What a beautiful castle!</i> Consistent use of past tense Use of the progressive form of verbs in the past tense to mark actions in progress, e.g. <i>he was shouting</i> Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] If, if, if, then sentences e.g. <i>If I listen carefully, if I work hard, if my face is</i>	

	Subordinate clauses to start sentences e.g. <i>Because I was tired, I went to bed early. If it's a sunny day, we'll go to the beach.</i>	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]	prepositions [for example, <i>before, after, during, in, because of</i>] Adverbs and adverbial phrases as starters to embellish simple sentences If, if, if, then sentences e.g. <i>If I listen carefully, if I work hard, if my face is always smiley, then my teacher will be very happy.</i>	<i>always smiley, then my teacher will be very happy.</i>
Poetry	Significant Children's Poet – Michael Rosen or Roger McGough or Brian Patten (1 week) Write a poem in the style of the poet	Learn by heart and perform a significant poem or poems. (1 week) Focus on performance techniques, e.g. tone, intonation, dynamics, actions.	Write poems that follow a pattern (eg, haiku, limerick, kennings, cinquain) (1 week)	
SPaG to be taught in unit Year 2 Year 3	Alliteration Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]	See speaking and listening objectives below		

Speaking and listening objectives – Year 2/3

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.