

Year 2 Skills and Purpose Document – St Ann’s RC Primary School

SPRING		THE BEAR AND THE PIANO David Litchfield	WE ARE WATER PROTECTORS Carol Lindstrom	THE OWL AND THE PUSSYCAT Edward Lear	DEAR EARTH Isabel Otter and Clara Anganuzzi
Diversity		British Author Inclusivity and belonging	Indigenous Canadian author (Métis) Indigenous characters and cultural representation	Classic 19 th Century author Acceptance of differences	British Author Looking after our earth.
Outcomes Non-fiction Fiction		Letters of advice Thought bubbles in role Short news report Retellings Information poster	List poems Fact-files Non-chronological reports Chronological reports Warning signs	Letters Interviews Lists Instructions	Future aspirations Set of instructions Poems Travel blogs/vlogs Persuasive speeches Letters
		Own version narrative	Environmental campaigns	Rhyming poem	Informative leaflet
Audience / Form		Letter of advice to Bear Short news report about Bear's piano concerts Thought bubble for Bear Short retelling of story Information poster about an animal Own version narrative about an animal overcoming a fear	List poem about water Fact-file about water pollution Non-chronological report about animals Water cycle report Warning signs to oil company Environmental campaign to save water	Packing list of things to take on boat Love letter from Owl to Pussycat Interview between Owl and Pussycat Instructions to find land Rhyming poem	Personal aspirations for the future Instructions – rules for Explorers' Club Poems about being an explorer Travel vlog or blog Short speech about saving the environment Letter to the earth Informative leaflet to save the environment
Purposes covered		Inform Reflect Entertain Describe	Entertain Inform Persuade	Instruct Reflect Inform Entertain	Reflect Instruct Entertain Inform
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	modal verbs – could, should, would* alliteration	adjectives with -ous and -tion alliteration	-ful and -less adjectives -ly adverbs un- prefix rhyming words / syllables	imperative verbs similes adverbs with -ly suffix -ness
	SENTENCE	questions statements subordination (because, as) coordination (and, or, but) expanded noun phrases adverbials of time*	subordination (as, because, if) coordinating conjunctions (and, but, so, or) statements exclamations questions	subordination (when, if, that, because) noun phrases statements questions commands	modal verb – would * subordinating conjunctions (when, if, because) expanded noun phrases range of sentence types adverbials of time* coordinating conjunctions (and, but, so, or)
	PUNCTUATION	question marks apostrophes for contractions commas in lists	capital letters full stops questions marks exclamation marks	apostrophes for contractions capital letters – functions question marks	commas in lists (between adjectives) possessive apostrophe question marks exclamation marks
	TEXT	simple past -ed present tense verbs past and present progressive	present progressive verbs correct and consistent tense	past progressive verb agreement	present tense past tense verbs subheadings * paragraphs to group material*

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Autumn		THE MINPINS Roald Dahl Familiar Author Y2, Y3	THE BEAR UNDER THE STAIRS Helen Cooper	JIM AND THE BEANSTALK Raymond Briggs	THE GREAT FIRE OF LONDON Emma Adams and James Weston Lewis
Diversity		British-European Author Empathy for marginalised communities	British Author Emotional Literacy - understanding	British Author Individuality / differences	British Author Historical focus linked to History curriculum
Outcomes Non-fiction Fiction		Danger posters Setting descriptions Character descriptions Narrative retelling Information reports Postcards	Personal reflections Letters Narrative re-telling Own version narratives	Alternative rhymes Narrative retelling Thought bubbles Informal letters	Persuasive posters Comparisons Warning posters Speech bubbles Diary entries Letters of advice Certificates
		Own version narrative	Non-chronological report	Narrative Sequel Story	Information booklet
Audience / Form		Danger poster about entering the woods Character description of a monster Contrasting character descriptions of boy / Minpin Retelling of short section Report about the Minpins Postcard home from the boy Own version narrative adventure	Reflections about fears Letter from William to a friend Letter in reply Re-telling of narrative Own-version narrative Non-chronological report about bears	Alternative rhymes to 'fee-fi-fo-fum' Thought bubbles in role Retelling of original story Thank you letter from the Giant Story sequels	Visit London - persuasive poster Comparisons of London then and now Comic book speech bubbles Diary entry of a London tradesperson Letter / speech giving advice to the King Certificate from the King Information booklet about the Great Fire of London
Purposes covered		Inform Describe Entertain	Reflect Entertain Inform	Entertain Reflect	Persuade Instruct Reflect Inform
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	homophones graphemes for phoneme /air/	homophones graphemes for phoneme /air/	rhyming words adverbs with -ly	technical vocabulary imperative verbs -ing suffix superlatives -est
	SENTENCE	statements questions exclamations commands coordination (and, but, or) adverbials of time*	statements questions exclamations commands coordination (and, but, or) adverbials of time*	coordinating conjunctions (and, but, so, or) adverbials of time* noun phrases	questions exclamations comparative conjunctions (but, and) commands statements subordination (because) adverbials of time*
	PUNCTUATION	full stops capital letters questions marks exclamation marks	full stops capital letters questions marks exclamation marks	intro to inverted commas for speech *	capital letters for proper nouns* apostrophes for contraction question marks exclamation marks
	TEXT	sequencing sentences to form short narratives*	sequencing sentences to form short narratives*	sequencing sentences to form short narratives* progressive verbs paragraphs to group material*	

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Summer		TADPOLE'S PROMISE Jeanne Willis	WOLVES Emily Gravett Familiar Author Y1, Y2	LAST STOP ON MARKET STREET Matt de la Pena	ROSIE REVERE, ENGINEER Andrea Beaty Familiar author Y1, Y2
Diversity		British Author Change and empathy	British author. Emotional Literacy Exploring fear, trust, and caution	Mexican-American Author Promoting racial, socio-economic, and intergenerational diversity.	American author Gender diversity in STEM Representation and empowerment.
Outcomes Non-fiction Fiction		Simple explanations Speech bubbles Setting descriptions Thought bubbles Own version narrative	Captions Information Character descriptions Comparisons	Metaphor poetry Simple character descriptions Interview questions Senses poetry Adverts Advice slips Persuasive letters	Short explanations Advertisements Letters of advice School report cards (character descriptions) Invention descriptions
		Narrative / Extended explanations	Non-chronological leaflet	Own version narrative	Explanation text
Audience / Form		Description of a change Setting description of the river Thought bubble of the frog Speech bubble conversation Own version narrative Explanation of the life-cycle of a frog	Character description of a wolf Factual sentences about wolves Captions about wolf artefacts Leaflet about wolves	Dragon bus poems Descriptions of passengers Interviewing passengers Senses poem about a journey Adverts for the Soup Kitchen Advice slips offering help Letters of persuasion to local community Own version narrative about a special journey to help others	Short explanation of bridge design Advert for Rosie's Cheese Hat Letter of advice to Rosie Rosie's school report Description of an invention Explanation of a new invention
Purposes covered		Describe Reflect Entertain Explain	Describe Inform	Entertain Describe Inform Persuade	Explain Persuade Describe Inform Instruct
Grammar coverage (these may be taught multiple times throughout the sequence)	-ful and -less adjectives -ly adverbs un- prefix rhyming words / syllables	-ful and -less adjectives -ly adverbs un- prefix rhyming words / syllables	use of -er suffix with adjectives	-ing suffix (adjectives / verbs) -ful / -ness suffix	-est suffix -ful suffix technical vocabulary
	SENTENCE	subordination (when, if, that, because) noun phrases statements questions commands	noun phrases subordination (so that, because, in order to, by) statements questions	expanded noun phrases prepositions* questions commands exclamations statements subordination (because, if, when) adverbs of time *	subordination adverbs of time * expanded noun phrases statements exclamations commands questions prepositions*
	PUNCTUATION	apostrophes for contractions capital letters – functions question marks	capital letters full stops questions marks	commas in lists full stops question marks exclamation marks intro to inverted commas *	exclamation marks questions marks commas in lists capital letters for proper nouns*
	TEXT	verb choices sequencing sentences in chronological order	subheadings* paragraphs to group material*	present progressive regular past tense verbs (-ed) irregular past tense verbs	present tense verbs paragraphs to group*