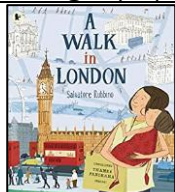
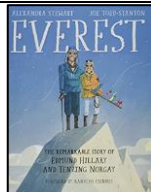
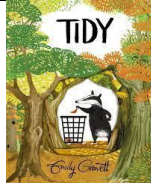
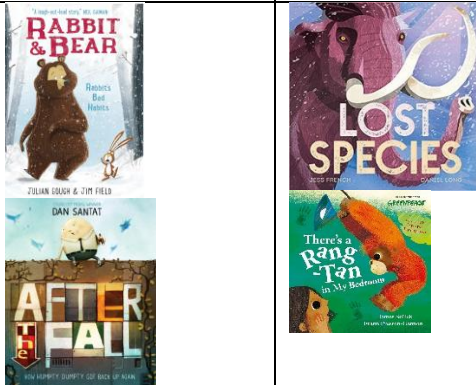
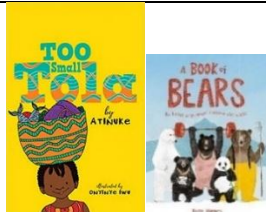


BOLD FUTURES
 Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Continents and Oceans (Geography)	Nightingale, Seacole, Cavell (History)	Let's Go on an Adventure! (Geography)	Plants (Science)	History of Flight (History)	Nepal (Geography)
Text 1						
Text 2		 Kylie Watson Newspaper report		 		
Writing Outcomes from entire unit	Outcome: To write about a day in the life of a character. Purpose: To record events, thoughts and feelings - entertain Audience: A reader interested in travelling. Form: Narrative recount Outcome: To write a travel Guide	Outcome: To write a letter home as Vlad. Purpose: entertain and inform Audience: Vlad's family Form: Recount letter Outcome: To write a comparison on Florence Nightingale and Kylie Watson Purpose: inform	Outcome: To write their own story of a 'Walk in Aldershot' Purpose: entertain Audience: Tourists or people new to the area/To help the local councillor Form: Narrative/Recount Outcome: To write a non-chronological report of Aldershot Purpose: inform	Outcome: To write a poem linked to growth and change Purpose: entertain Audience: readers interested in poetry/plants. Form: poetry Outcome: Create an interview with Pete. Purpose: inform Audience: Class Book Form: Information	Outcome: To write a 1 st person diary- of when Amelia flies out Purpose: Inform Audience: Form: Recount Outcome: Write a story opening Purpose: an entertaining descriptive text Audience: People who love reading fantasy Form: Narrative	Outcome: To create an advisory text- on what to take with you. Purpose: inform Audience: Form: Survival Guide Outcome: To descriptive text Purpose: entertain Audience:

	Purpose: inform Audience: A reader interested in travelling. Form: Information Leaflet	Audience: Readers interested in historical texts. Form: Information Comparison text	Audience: Tourists or people new to the area. Form: Information Leaflet.			Form: Narrative
Grammar Opportunities	use apostrophes for omission & singular possession use regular plural noun suffixes (-s, -es) use extended simple sentences e.g. including verbs and adjectives to add interest use the present and past tenses correctly and consistently Full stops and capital letters and question marks use sentence demarcation CL . ?	use the present and past tenses correctly and consistently including the progressive form use coordination (using or, and, or but) use subordination (using when, if, that, or because) use verb suffixes where root word is unchanged (-ing, -ed, -er) use expanded noun phrases to describe and specify noun noun phrase compound statement	use sentence demarcation (. ! ?) use the un- prefix to change meaning of adjectives/adverbs To express time and place using conjunctions. varied vocab and use some varied sentence openings e.g. time connectives tense (past, present) use sentences with different forms: statement, question, exclamation, command question statement exclamation command adjective verb	use expanded noun phrases to describe and specify use sentences with different forms: statement, question, exclamation, command Exclamation marks and question marks use apostrophes for omission & singular possession use coordination (using or, and, or but) use subordination (using when, if, that, or because) use extended simple sentences e.g. including adverbs and adjectives to add interest	use coordination (using or, and, or but) use subordination (using when, if, that, or because) use sentences with different forms: statement, question, exclamation, command use extended simple sentences e.g. including adverbs and adjectives to add interest use expanded noun phrases to describe and specify Exclamation marks compound question	commas in a list varied vocab and use some varied sentence openings e.g. time connectives use coordination (using or, and, or but) use subordination (using when, if, that, or because) use sentences with different forms: statement, question, exclamation, command comma question statement exclamation

	use capital letters for names and pronoun 'I') noun verb adjective apostrophe	command	suffix adverb	use extended simple sentences e.g. including adverbs and adjectives to add interest question statement exclamation command adjective verb adverb suffix adverb noun	statement exclamation command adjective verb suffix adverb	command
Reading Journey						
Spoken language statements	Listen and respond appropriately to adults and their peers - Know the key points they need to focus on in order to answer a question e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether? - Understand complex 2 - 3 part instructions Ask relevant questions to extend their understanding and knowledge - Ask a range of different types of questions to find out specific information including 'how' and 'why' - Recognise when a message is not clear and be able to provide some information about why Use relevant strategies to build their vocabulary - Recognise when they haven't understood a word or words and be able to provide some information about why					

- Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/ to/too, and begin to comment on this

Articulate and justify answers, arguments and opinions

- Use simple conjunctions to justify or explain something

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order
- Describe in 2-3 sentences how to solve a problem
- Able to use conjunctions to increase the length and grammatical complexity of sentences

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- Take turns to talk, listen and respond in two way conversations and groups

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- Accurately predict what will happen in a story or retelling of an event

Speak audibly and fluently with an increasing command of standard English

- Produce speech that is consistently clear and easy to understand, with very few immaturities
- Able to say words with 4 or more syllables fairly consistently
- Able to manipulate sounds in words such as deleting sounds from words
- Know that there are some terms or expressions that are only used amongst friends

Participate in discussions, presentations, performances, role play, improvisations and debates

- Take turns to talk, listen and respond in two way conversations and groups

Gain, maintain and monitor the interest of the listener(s)

- Usually able to keep to topic in a conversation
- Can be easily prompted to move on if they are talking too much

Consider and evaluate different viewpoints, attending to and building on the contributions of others

- Ask lots of questions to find out information and respond appropriately to the answers

Select and use appropriate registers for effective communication

- Know that there are some terms or expressions that are only used amongst friends