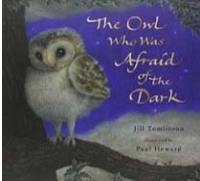
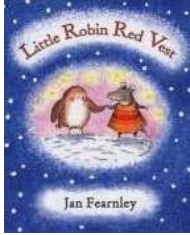

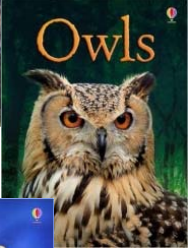
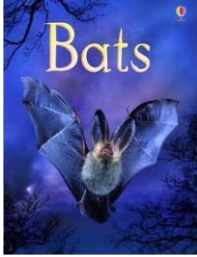
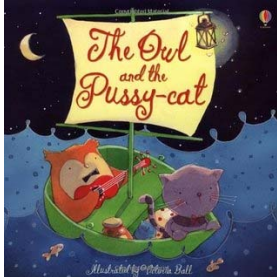


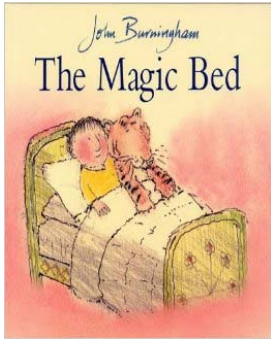
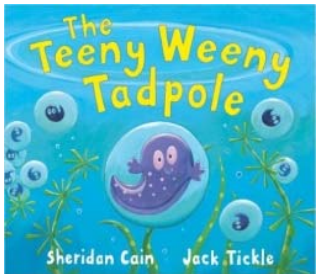
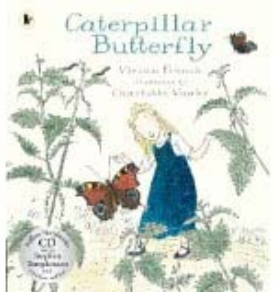
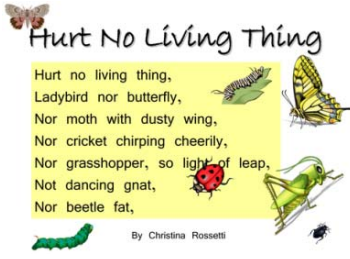



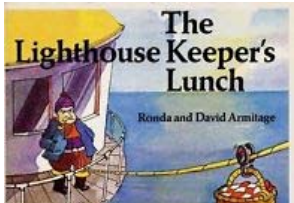
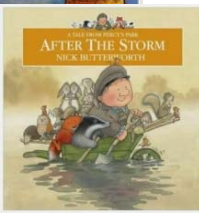
## Laygate Community School Literacy Spine

	Year 2	Autumn Term	
	Text	Genres covered	Intended Learning Outcomes
<b>Fiction</b>	 	<p>'The Owl Who Was Afraid of the Dark' by Jill Tomlinson</p>	<p>Imitate familiar stories by borrowing and adapting structures.</p> <p>Re-tell a familiar story with events in sequence and including some dialogue and formal story language.</p>
		<p>'Little robin Red Vest' by Jan Fearnley</p>	
<b>Non-Fiction</b>	  	<p>Information texts &amp; Non-chronological reports</p> <p>Usborne Beginners: 'Night Animals' by Sam Meredith 'Bats' by Megan Cullis 'Owls' by Emily Bone</p>	<p>Distinguish between a description of a single member of a group and the group in general</p> <p>Read texts containing information in a simple report format.</p> <p>Assemble information on a subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.</p>
<b>Poetry</b>		<p>'The Owl and the Pussy Cat' by Edward Lear</p>	<p>To use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses.</p>
<b>Other</b>		<p>Opportunity to work alongside the RSPB or a centre for birds of prey</p>	<p>Use experiences as a stimulus for reading and writing.</p>

# Laygate Community School Literacy Spine

Laygate Community School Literacy Spine			
	Year 2	Spring Term	
	Text	Genres covered	Intended Learning Outcomes
<b>Fiction</b>		<p><b>'Meerkat Mail' by Emily Gravett</b></p>	<p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.</p> <p>Include descriptions of characters and setting and some dialogue.</p> <p>Use phrases drawn from story language to add interest, e.g. she couldn't believe her eyes.</p>
		<p><b>Fantasy Stories</b></p> <p><b>'The Magic Bed' by John Burningham</b></p>	
<b>Non-Fiction</b>		<p><b>Explanations</b></p> <p><b>'The Teeny Weeny Tadpole' by Sheridan Cain</b></p> <p><b>'Caterpillar Butterfly' by Vivian French</b></p>	<p>After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart of cyclical diagram to explain the process.</p> <p>After seeing and hearing an oral explanation of a process, explain the same process orally also using flowcharts, language and gestures appropriately.</p>
			
<b>Poetry</b>	<p><b>Hurt No Living Thing</b></p> <p>Hurt no living thing,          Ladybird nor butterfly,          Nor moth with dusty wing,          Nor cricket chirping cheerily,          Nor grasshopper, so light of leap,          Not dancing gnat,          Nor beetle fat,</p> <p><small>By Christina Rossetti</small></p> 	<p><b>'The Caterpillar' and 'Hurt No Living Thing' by Christina Rossetti</b></p> <p><b>'The Butterfly Ballad' by Guy Belleranti</b></p>	<p>To use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses</p> <p>To make class collections, illustrate with captions.</p>
<b>Other</b>		<p><b>BBC Wildlife Documentaries</b></p>	<p>Watch films to develop descriptions of settings and characters.</p> <p>Understand the difference between fiction and non-fiction.</p>

## Laygate Community School Literacy Spine

	Year 2	Summer Term	
	Text	Genres covered	Intended Learning Outcomes
<b>Fiction</b>	 	Lighthouse Keeper's Lunch & Lighthouse Keepers series of books by Ronda & David Armitage	Plan and write own stories with a logical sequence of events.  Include descriptions of characters and setting and some dialogue.  Use phrases drawn from story language to add interest.
		'After the Storm' by Nick Butterworth	
<b>Non-Fiction</b>	  	Recount 'Gracie the Lighthouse cat' by Ruth Brown Big Cat 'Grace Darling' by Anita Ganeri  <a href="http://rnli.org/shorething/discover/gracedarling/Pages/Grace-Darling-story.aspx">http://rnli.org/shorething/discover/gracedarling/Pages/Grace-Darling-story.aspx</a>  <a href="http://www.bbc.co.uk/programmes/p015gmjd">http://www.bbc.co.uk/programmes/p015gmjd</a>	Write narratives about experiences of others, in role (real and fictional).  To write a newspaper report about Grace Darling
<b>Poetry</b>		'What is under?' by Tony Mitton 'Until I saw the sea' by Lilian Moore	To use simple poetry structures.  To substitute own ideas & write new lines.
<b>Other</b>		'The Lighthouse Keeper' musical  Sea shanties	