**Year 2 English Curriculum**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| WRITING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Purpose, text type and stimulus | Picture stimulus  Children to work on the basic skills of writing (capital letters, full stops, handwriting and conjunctions)  These two terms were used to close the gaps from COVID. | | Write to Entertain | Write to Inform | Write to Entertain | Write to Inform |
| Character description  Mufasa, Scar and Osebo.  Story retelling  Re-tell of Leopard’s drum | Instructions  how to plant a seed, how to make a grass head.  Diary entries  as leaf man or Little Evie | Description  of fire focusing on senses.  Diary entry  from cat’s POV.  Recount  of GFOL | Information text  how to be healthy.  Recipes/instructions  Diary  A day in the life of Handa |
| Writing objectives | Pupils should be taught to:  Develop positive attitudes towards and stamina for writing by:   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   Consider what they are going to write before beginning by:   * planning or saying out loud what they are going to write about * writing down ideas and/or key words, including new vocabulary * encapsulating what they want to say, sentence by sentence   Make simple additions, revisions and corrections to their own writing by:   * evaluating their writing with the teacher and other pupils * 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] * read aloud what they have written with appropriate intonation to make the meaning clear | | | | | |
| Punctuation and Grammar | * To use co-ordination (but/and/or) * To use subordination (when, if, that, because) * To use expanded noun phrases for description and specification. * To use the progressive form of verbs in the present and past tense which show actions in progress e.g. she is drumming, he was shouting | | | | | |
| Key terminology | Revisit  word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark | | Introduce  verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, adverb, conjunction | | Extend  word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, suffix  subject+ verb, (expanded) noun phrase | |
| Handwriting | Pupils should be taught to:   * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined * write capital letters and digits of the correct size, orientation and relationship to one another and to * lower case letters * Use spacing between words that reflects the size of the letters. | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| READING | Intent  In Year 2, we intend to build the children’s fluency skills so that they can read confidently and with expression, applying their phonic knowledge and skills as the main route to decoding unfamiliar words. We develop the children’s skills so that they can read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text.  We enable pupils to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently during story time and guided reading time. This continues the exposure of more adventurous vocabulary for the children to fully understand the meaning of words that are being read to them. Children are also given opportunities to develop their inference skills, make predictions, find key features of both fiction and non-fiction, discuss vocabulary used and summarise what has happened in the story in these sessions.  .Implementation  As Year 2 teachers, we will endeavour to:  • Develop children with a positive attitude and love of Reading so that they see themselves as ‘readers’  • Nurture the love and enjoyment of reading for pleasure by being good role models.  • Allow many opportunities for pupils to listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.  • Develop pupils’ confidence, by allowing them to perform readings to an audience with expression, tone and intonation.  • Facilitate group and individual retelling, role-play and discussion about books the children have read.  • Develop pupils’ love and interest in new vocabulary that they meet in their reading.  • Encourage children to discuss their reading and ask questions to develop their understanding | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Texts | Wild by Emily Hughes | Traction Man by Mini-Grey | The Leopard’s Drum by Jessica Souhami | Little Evie and the Wild Wood by Jackie Morris | Zog by Julia Donaldson  Major glad, major dizzy by Jan Oke | Burger Boy by Alan Durant |
| Phonics?  Phoneme/grapheme focus? | Phase 3 recap | Phase 5 recap  Phonics screening this year | Little wandles- Year 1 spring 1 | Little wandles- Year 1 spring 2 | Little wandles- Year 1 Summer 1 | Little wandles- Year 1 Summer 2 |
| Word Reading | Pupils should be taught to:   * continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes * read accurately words of two or more syllables that contain the same graphemes as above * read words containing common suffixes * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * re-read these books to build up their fluency and confidence in word reading. | | | | | |
| Comprehension | Pupils should be taught to:   * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear   Understand both the books that they can already read accurately and fluently and those that they listen to by:   * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | | | | | |
| Speaking and Listening  Overall school aim: Using the appropriate register and intonation, speak clearly and coherently whilst participating in discussions, debates, readings and drama.  Y2 objectives   * Suggest words or phrases appropriate to the topic being discussed. * Speak confidently to a group of peers to rely information clearly. * Recount experiences with interesting detail. * Understand language is appropriate in different situations (formal/informal). | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SPELLING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Phoneme/grapheme overview | Year One common exception words | Year Two common exception words | Little wandles- Year 1 spring 1 | Little wandles- Year 1 spring 2 | Little wandles- Year 1 Summer 1 | Little wandles- Year 1 Summer 2 |
| Objectives | Pupils should be taught to:  Spell by:   * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones * learning to spell common exception words * learning to spell more words with contracted forms * learning the possessive apostrophe (singular) [for example, the girl’s book] * distinguishing between homophones and near-homophones * add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly * apply spelling rules and guidance, as listed in English Appendix 1 * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | | | | | |