


# Year 2 English Curriculum

	Autumn			
Curriculum focus/links	Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb tense (past, present) apostrophe, comma			
Genre and Text/Focus	Non-fiction - Informative Letter Katie Morag Delivers the Mail	Fiction - A Fear Tale The Owl Who was Afraid of the Dark	Non-fiction - Informative Letter Katie Morag Delivers the Mail	Fiction - A Fear Tale The Owl Who was Afraid of the Dark
Writing Outcome	Children will be able to write in the style of an informative letter.	Children will be able to use a range of features to create and write their very own tale of fear.	Children will be able to write using the features and style of a newspaper.	Children will be able to read and recite simple poetry. Children will write a simple winter poem.
Vocabulary, Grammar and Punctuation	<p>Use capital letters and full stops to demarcate sentences in <i>all</i> of their writing.</p> <p>Use a capital letter for names of people, places, the days of the week</p> <p>Revise joining clauses using <b>and</b></p> <p>Revise simple present tense</p> <p>Use of adjectives to describe</p> <p>Use of questions and question marks</p> <p>Read own writing to check it makes sense and make simple edits.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To form lower case letters of the correct size, relative to one another. To reread to check that their writing makes sense</p>	<p>Sequence sentences to form longer pieces of writing.</p> <p>Use capital letters, full stops and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p> <p>Use a capital letter for names of people, places, the days of the Week. Revise joining clauses using <b>and</b></p> <p>Revise simple present tense</p> <p>Use of time conjunctions <i>first, next, After that, finally</i></p> <p>Use statement sentences to introduce the topic</p> <p>Use expanded noun phrases for description (imagine you are character in the setting)</p> <p>Begin to use wider range of co-ordinating conjunctions <i>or, but, so</i></p> <p><i>To reread to check that their writing makes sense</i></p>	<p>Use capital letters and full stops, question marks and exclamation marks to demarcate sentences in <i>all</i> of their writing.</p> <p>To write about real events</p> <p>Use simple past tense consistently.</p> <p>Use of headings and sub-headings to carefully indicate content to the reader</p> <p>Apostrophes to mark singular possession</p> <p>Begin to use progressive form of verbs</p> <p>Use of expanded noun phrases for specificity</p> <p>Use simple subordination (because, when, if) and coordination (and, or, but, so).</p> <p>Use commas for lists in reports.</p> <p>Evaluate own writing and make simple corrections.</p>	<p>Read, recite, and discuss simple poems.</p> <p>Write own poem inspired by winter, using descriptive vocabulary.</p> <p>Explore rhythm and line breaks.</p> <p>Use a range of punctuation.</p> <p>Experiment with adjectives to add description.</p>
Transcription- handwriting	<p>Pen Pals letter formation plus:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p>Penpals Autumn Sequence</p> <p>1- Practising diagonal join to ascender: th, ch 2- Practising diagonal join, no ascender: ai, ay 3- Practising diagonal join, no ascender: ir, er 4- Practising</p>			


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	horizontal join to ascender: wh, oh 5- Practising horizontal join, no ascender: ow, ou 6- Introducing diagonal join to ie, ue 7- Introducing horizontal join to oe,ve 8- Introducing ee 9- Practising diagonal join, no ascender: le 10- Writing numbers 1-100	
Transcription - spelling	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p>Year 2 National Curriculum Spellings (see spelling overview)</p> <p>CEW - door, floor, again, wild, children, climb, parents, most, only, both</p>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p>Year 2 National Curriculum Spellings (see spelling overview)</p> <p>CEW - find, mind, behind, old, cold, gold, hold, every, everybody</p>
Reading- key objectives	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading:</u></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><u>Comprehension</u></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>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</li> <li>recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> </ul> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	

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Reading spine text	-Pumpkin Soup (Spine Book)	-Dear Greenpeace (Spine Book)	-Paddington (Spine Book)	-The Hodgeheg (Spine Book)
Focus (highlight chosen focus)	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>

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		Spring			
Curriculum focus/links				Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	
Genre and Text/Focus	Fiction - A Rags to Riches Tale The Magic Paintbrush	Non-fiction - Recount The Great Fire of London	Fiction - A Journey Tale Around the World in 80 days	Non-Fiction - Instructions Making Salads	
Writing Outcome	Children will be able to write their own rags to riches tale following a narrative structure.	Using the correct structure, children will be able to write a recount about The Great Fire of London.	Children will be able to create their own journey tales following a narrative structure.	Children will be able to create a set of instructions.	
Vocabulary, Grammar and Punctuation	Use expanded noun phrases Use past tense verbs correctly, including progressive forms Use subordination (because, when, if) to show cause and time. Use punctuation correctly for statements, questions, and exclamations. Apostrophes to mark singular possession Use of suffixes	Use statement sentences to introduce the topic Use of headings and sub-headings to carefully indicate content to the reader Use past tense consistently. Use a range of subordinating and coordinating conjunctions Commas to separate items in a list To write about real events To use expanded noun phrases Use time connectives (first, next, then, finally). Use capital letters for proper nouns. Use a range of punctuation.	<i>Use past tense verbs and progressive forms consistently.</i> <i>Use co-ordination (and, or, but) and subordination (because, when, if).</i> <i>Write questions and exclamations appropriately.</i> <i>Use expanded noun phrases for character and place descriptions</i> Use simple comparatives and superlatives: best, fastest, lighter, tastier etc. Apostrophes to mark singular possession Commas to separate items in a list <i>To make simple additions, revisions and corrections to their own writing by evaluating their writing</i>	Use a full range of punctuation correctly Commas to separate items in a list Use verbs in imperative form. Use precise vocabulary to describe actions. Use time connectives (first, next, then, finally). Use of suffixes Re-read to check clarity and sequencing.	
Transcription - handwriting	Pen Pals letter formation plus: <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> Penpals Spring Sequence 11- Introducing diagonal join to anticlockwise letters: ea 12- Practising diagonal join to anticlockwise letters: igh 13- Practising diagonal join to anticlockwise letters: dg, ng 14-Introducing horizontal join to anticlockwise letters: oo, oa 15- Practising horizontal join to anticlockwise letters: wa, wo 16- Introducing mixed joins for three letters: air, ear 17- Practising mixed joins for three letters: oor, our 18- Practising mixed joins for three letters: ing 19- Size and spacing 20- End-of-term check				
Transcription - spelling	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>		


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	Year 2 National Curriculum Spellings (see spelling overview) CEW - fast, last, father, class, grass, pass, plant, path, bath, people	Year 2 National Curriculum Spellings (see spelling overview) CEW - even, break, steak, great, move, prove, improve, sure, sugar, eye		
Reading- key objectives	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><u>Comprehension</u></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>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</li> <li>recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> </ul> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>			
	Reading spine text	-The Tin Forest -Who's Afraid of the Big Bad Book? (Spine Book)	Vlad and the Great Fire of London (Whole Class Reading Text).	Vlad and The Florence Nightingale Adventure (Whole Class Reading Text)

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<b>Focus (highlight chosen focus)</b>	<ul style="list-style-type: none"><li>- Structure of text</li><li>- Role of character/issues/information</li><li>- Role of setting/mood/tone</li><li>- use of language, including figurative language</li><li>- writer's perspective</li></ul>	<ul style="list-style-type: none"><li>- Structure of text</li><li>- Role of character/issues/information</li><li>- Role of setting/mood/tone</li><li>- use of language, including figurative language</li><li>- writer's perspective</li></ul>	<ul style="list-style-type: none"><li>- Structure of text</li><li>- Role of character/issues/information</li><li>- Role of setting/mood/tone</li><li>- use of language, including figurative language</li><li>- writer's perspective</li></ul>	<ul style="list-style-type: none"><li>- Structure of text</li><li>- Role of character/issues/information</li><li>- Role of setting/mood/tone</li><li>- use of language, including figurative language</li><li>- writer's perspective</li></ul>
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# Year 2 English Curriculum

	<h2 style="text-align: center;">Summer</h2>			
Curriculum focus/links			<b>Terminology:</b> noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, verb tense (past, present) apostrophe, comma	
Genre and Text/Focus	Fiction - A Wishing Tale Lila and the secret of the rain	Non-fiction - Non-Chronological Report African Animals	Fiction - A Wishing Tale Lila and the secret of the rain	Non-fiction - Non-Chronological Report African Animals
Writing Outcome	Children will be able to write their own version of a wishing tale.	Children will be able to write using the structure of a non-chronological report.	Children will be able to write in a persuasive writing style.	Children will read and recite simple poems. Children will create their own poems.
<b>Vocabulary, Grammar and Punctuation</b>	Use past tense and progressive form correctly. Use subordination (because, when, if) and co-ordination (and, or, but). Use expanded noun phrases to enhance description. Use punctuation correctly for statements, questions, and exclamations. Contracted words (e.g., didn't) Use of suffixes Apostrophes to mark singular possession and contractions. To make simple additions, revisions and corrections to their own writing by evaluating their writing.	Use statement sentences to introduce the topic Use of headings and sub-headings to carefully indicate content to the reader Use present tense consistently. Use a range or subordinating and coordinating conjunctions Commas to separate items in a list To write about real events To use expanded noun phrases Use punctuation correctly for statements, questions, and exclamations. Contracted words (e.g., didn't) Use of suffixes Apostrophes to mark singular possession and contractions. To make simple additions, revisions and corrections to their own writing by evaluating their writing.	Use sentences with different forms (statements, questions, commands). Use persuasive vocabulary (should, must, important). Use commas in lists. Use expanded noun phrases and subordination to explain reasons. Use a range or subordinating and coordinating conjunctions To use expanded noun phrases Contracted words (e.g., didn't) Use of suffixes Apostrophes to mark singular possession and contractions. To make simple additions, revisions and corrections to their own writing by evaluating their writing.	Use of Y2 skills taught over the year Expanded noun phrases for vivid description. Precise verbs and adverbs for effect Correct tense for desired effect Applying co-ordination (and, but, or) and subordination (because, when, if, that). Using commas for lists within descriptive lines. Applying punctuation creatively but purposefully – full stops, commas, exclamation marks, question marks – to shape rhythm and meaning. Using apostrophes correctly in contractions and possession when relevant. Demonstrating awareness of sentence forms (statement, question, command, exclamation) within poetic phrasing. Using knowledge of suffixes (-ful, -less, -ly, -ness, -ment) to extend word choice and control syllables.
<b>Transcription - handwriting</b>	Pen Pals letter formation plus: <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> Penpals Summer Sequence 21- Building on diagonal join to ascender: ck, al, el, at, il, ill 22- Building on diagonal join, no ascender: ui, ei, aw, ur, an, ip 23- Building on horizontal join			

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	<p>to ascender: ok, ot, ob, ol 24- Building on horizontal join, no ascender: oi, oy, on, op, ov 25- Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag 26- Building on horizontal join to anticlockwise letters: oc, og, od, va, vo 27- Introducing joins to s: 28- Practising joining ed, ingas, es, is, os, ws, ns, ds, ls, ts, ks 29- Assessment 30- Capitals</p>	
<p><b>Transcription - spelling</b></p>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p>Year 2 National Curriculum Spellings (see spelling overview)</p> <p>CEW - any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind</p> <p>To spell most Y1 and Y2 common exception words correctly.</p>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p>Year 2 National Curriculum Spellings (see spelling overview)</p> <p>CEW - whole, because, after, past, hour, half, who,</p> <p>To spell most Y1 and Y2 common exception words correctly.</p>
<p><b>Reading- key objectives</b></p>	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><u>Comprehension</u></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>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</li> <li>recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	

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	<ul style="list-style-type: none"> <li>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</li> </ul> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>			
<b>Reading spine text</b>	Meerkat Mail (Whole Class Reading Text)	-Flat Stanley - Amazing Grace (Spine Book)	The Giraffe, the Pelly and Me (Whole Class Reading Text)	-Gorilla -The Twits (Spine Book)
<b>Focus (highlight chosen focus)</b>	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective	- Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective