

# St. Mary's CE Primary School

## ENGLISH Curriculum Map - Year 2



|   | Autumn  | Spring   | Summer  |
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| <p>POR<br/>TEXTS<br/>(Genre focus)<br/>Texts may change</p> | <p><u>The Princess And The White King</u><br/><u>Bear</u>-Tanya Robyn Batt<br/><u>Grace And Family</u>-Mary Hoffman</p> <ul style="list-style-type: none"> <li>recount</li> <li>procedure or instruction</li> <li>narrative</li> <li>report</li> <li>explanation</li> <li>argument and persuasion</li> <li>poetry</li> </ul>  | <p><u>Beegu</u>-Alexis Deacon<br/><u>Care Of Henry</u>-Ann Fine<br/><u>Puffin Book Of Favourite Poems</u>-<br/>June Crebbin</p> <ul style="list-style-type: none"> <li>recount</li> <li>procedure or instruction</li> <li>narrative</li> <li>report</li> <li>explanation</li> <li>argument and persuasion</li> <li>poetry</li> </ul> | <p><u>10 Things I Can Do To Help My World</u>-Melanie Walsh<br/><u>George Speaks</u>- Dick King Smith<br/><u>The Hodgeheg</u>- Dick King Smith<br/><u>The Owl And The Pussy Cat</u>-<br/>Edward Lear</p> <ul style="list-style-type: none"> <li>recount</li> <li>procedure or instruction</li> <li>narrative</li> <li>report</li> <li>explanation</li> <li>argument and persuasion</li> <li>poetry</li> </ul> |
| <p>SPOKEN<br/>LANGUAGE</p>                                  | <p>Pupils should be taught to:<br/>listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> |  |   |

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|               | <ul style="list-style-type: none"> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> |  |  |
| WORD READING  | <p>Pupils should be taught to:</p> <p>route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p>  | <p>Pupils should be taught to:</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading...</p> | <p>Pupils should be taught to:</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> |
| COMPREHENSION | <p>Pupils should be taught to:</p> <p><i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>listening to, discussing and expressing</p>  | <p>Pupils should be taught to:</p> <p><i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>becoming increasingly familiar with and</p>  | <p>Pupils should be taught to:</p> <p><i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>participate in discussion about books,</p>   |

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|  | <p>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</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>-understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>answering and asking questions</p> | <p>retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>-understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>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</p> | <p>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</p> <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> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books,</p> |
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|                                       | <p>predicting what might happen on the basis of what has been read so far</p> <p>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</p> <p><i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i></p>   | <p>what others say</p> <p><i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i></p>   | <p>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</p> <p><i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that</i></p>  |
| <p><b>TRANSCRIPTION SPELLINGS</b></p> | <p>Pupils should be taught to:</p> <p><i>Spell by:</i></p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>apply spelling rules and guidance, as listed in <u>Appendix 1 2014 NC Document</u></p> <p><i>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</i></p> | <p>Pupils should be taught to:</p> <p><i>Spell by:</i></p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>apply spelling rules and guidance, as listed in in <u>Appendix 1 2014 NC Document</u></p> <p><i>write from memory simple sentences</i></p> | <p>Pupils should be taught to:</p> <p><i>Spell by:</i></p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in in <u>Appendix 1 2014 NC Document</u></p> <p><i>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</i></p> |

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|                    |  | <i>dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</i>  |  |
| <b>HANDWRITING</b> | <p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and</p> <p>understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> | <p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and</p> <p>understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> | <p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and</p> <p>understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> |
| <b>COMPOSITION</b> | <p>Pupils should be taught to:</p> <p><b><i>develop positive attitudes towards and stamina for writing by:</i></b></p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing poetry</p> <p><i>consider what they are going to write before beginning by:</i></p> <p>planning or saying out loud what they are going to write about</p>  | <p>Pupils should be taught to:</p> <p><b><i>develop positive attitudes towards and stamina for writing by:</i></b></p> <p>writing for different purposes</p> <p><i>consider what they are going to write before beginning by:</i></p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say,</p>   | <p>Pupils should be taught to:</p> <p><b><i>develop positive attitudes towards and stamina for writing by:</i></b></p> <p>writing about real events</p> <p>writing poetry</p> <p><i>consider what they are going to write before beginning by:</i></p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words,</p>   |

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|  | <p>writing down ideas and/or key words, including new vocabulary<br/>encapsulating what they want to say, sentence by sentence</p> <p><i>make simple additions, revisions and corrections to their own writing by:</i><br/>evaluating their writing with the teacher and other pupils<br/>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<br/>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>sentence by sentence</p> <p><i>make simple additions, revisions and corrections to their own writing by:</i><br/>evaluating their writing with the teacher and other pupils<br/>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<br/>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>including new vocabulary<br/>encapsulating what they want to say, sentence by sentence</p> <p><b><i>make simple additions, revisions and corrections to their own writing by:</i></b><br/>evaluating their writing with the teacher and other pupils<br/>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<br/>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> |
| <p><b>VOCABULARY<br/>GRAMMAR AND<br/>PUNCTUATION</b></p> | <p>Pupils should be taught :<br/>(Word)<br/>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>(Sentence)<br/><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or,</i></p>  | <p>Pupils should be taught:<br/>(Word)<br/>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>(Sentence)<br/>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue</i></p>  | <p>Pupils should be taught:<br/>(Word)<br/>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p> <p>(Sentence)<br/><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or</p>   |

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|  | <p><i>and, but</i>)</p> <p>(Text)</p> <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>(Punctuation)</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>(Terminology)</p> <p>noun, noun phrase<br/>statement, question, exclamation,<br/>command<br/>compound, suffix<br/>adjective, adverb, verb<br/>tense (past, present)<br/>apostrophe, comma</p> | <p><i>butterfly, plain flour, the man in the moon]</i></p> <p>(Text)</p> <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>(Punctuation)</p> <p>Commas to separate items in a list</p> <p>(Terminology)</p> <p>noun, noun phrase<br/>statement, question, exclamation,<br/>command<br/>compound, suffix<br/>adjective, adverb, verb<br/>tense (past, present)<br/>apostrophe, comma</p> | <p>command</p> <p>(Text )</p> <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>(Punctuation)</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> <p>(Terminology)</p> <p>noun, noun phrase<br/>statement, question, exclamation,<br/>command<br/>compound, suffix<br/>adjective, adverb, verb<br/>tense (past, present)<br/>apostrophe, comma</p> |
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