

St. Mary's CE Primary School

ENGLISH Curriculum Map - Year 2



	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
TEXTS	<p>Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald</p>	<p>The Owl Who Was Afraid of the Dark by Jill Tomlinson (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapters)</p>	<p>Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey</p>	<p>Recommended revision unit on Great Fire of London www.literacycompany.co.uk</p>	<p>Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton</p>	<p>The Last Wolf by Mini Grey Fantastic Mr. Fox by Roald Dahl</p>	<p>Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl</p>
Writing Outcomes	<p>Outcome Fiction: story with focus on characters Greater Depth Story about two independently invented contrasting characters who swap places</p>	<p>Outcome Non-chronological report: report about owls Greater Depth Alter the layout to include own subheadings and extra features</p>	<p>Outcome Fiction: story with adventure focus Extension: Instructions Greater Depth Story written in 1st person</p>		<p>Outcome Recount: diary entry from point of view of a toy Greater Depth Recount: diary entry from point of view of one of the children</p>	<p>Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP</p>	<p>Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant</p>

<p style="text-align: center;">SPOKEN LANGUAGE</p>	<p>Pupils should be taught to: listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
<p style="text-align: center;">WORD READING</p>	<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</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</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</p>

	<p>or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p>	<p>in word reading...</p>	<p>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 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</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 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><i>-understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>making inferences on the basis of what is being said and done</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, 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</p>

	<p>repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</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>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</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 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>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>understand both the books that they can already read accurately and fluently and those that they listen to by:</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</p>
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	<p>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>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</i></p>
<p>SPELLINGS</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>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>l</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</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</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><i>and punctuation taught so far.</i></p>	<p><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>HANDWRITING</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>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>use spacing between words that reflects the size of the letters.</p>
<p>COMPOSITION</p>	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing poetry <i>consider what they are going to write before beginning by:</i> 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 	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> writing for different purposes <i>consider what they are going to write before beginning by:</i> 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 <i>make simple additions, revisions and corrections to their own writing by:</i> 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] 	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> writing about real events writing poetry <i>consider what they are going to write before beginning by:</i> 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

	<p>sentence</p> <p><i>make simple additions, revisions and corrections to their own writing by:</i></p> <p>evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>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>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>make simple additions, revisions and corrections to their own writing by:</i></p> <p>evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>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>
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<p>VOCABULARY GRAMMAR AND PUNCTUATION</p>	<p>Pupils should be taught : (Word) Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] (Sentence) Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) (Text) Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] (Punctuation) Use of capital letters, full stops, question marks and exclamation marks to</p>	<p>Pupils should be taught: (Word) Formation of adjectives using suffixes such as <i>-ful, -less</i> (Sentence) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] (Text) Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] (Punctuation) Commas to separate items in a list (Terminology) noun, noun phrase statement, question, exclamation, command compound, suffix</p>	<p>Pupils should be taught: (Word) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs (Sentence) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (Text) Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>

	<p>demarcate sentences</p> <p><i>(Terminology)</i></p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p><i>(Punctuation)</i></p> <p>Apostrophes 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><i>(Terminology)</i></p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
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