

Year 2 English Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	The Selfish Giant - Oscar Wilde <i>Horror</i>	Hansel and Gretel <i>Fairytale</i>	Lighthouse Keepers Lunch - David Armitage <i>Classic Fiction</i>	Flat Stanley "Flat again" - Jeff Brown <i>Humour</i>	Little Evie in the Wild Wood - Jackie Morris <i>Adventure</i>	George and the Dragon - Christopher Wormell <i>Fantasy</i>
<u>Supplementary Texts</u>	Seasons and Weather - Linda Bruce	The Great Fire of London - Liz Gogerly	Islam for Younger People - Ghulam Sarwar	Atlases	All about Plants - Peter Riley	British Kings and Queens - Ladybird
<u>Poetry focus</u>	Haiku		Free Verse		Diamantes	
<u>Genre coverage</u>	Writing to entertain: Character description Setting description Writing to inform: Letter writing	Writing to entertain: Sequencing and retelling Writing to inform: Instruction writing	Writing to entertain: Narrative	Writing to entertain: Narrative	Writing to inform: Non-fiction animal descriptions Writing to describe: Diary entry of personal experience (residential)	Writing to inform: Letter writing Writing to entertain: Narrative
<u>Handwriting - Transcription</u>	Forms all lowercase and uppercase letters correctly, mostly with lead in strokes and some lead out strokes. Begins to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begins to use spacing between words that reflects the size of the letters.	Forms all lowercase and uppercase letters correctly, mostly with lead in strokes and some lead out strokes. Begins to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begins to use spacing between words that reflects the size of the letters.	Forms all lowercase and uppercase letters correctly, with some attempt at joining some letters together. Write most capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Mostly use spacing between words that reflects the size of the letters.	Forms all lowercase and uppercase letters correctly, with some attempt at joining some letters together. Write most capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Mostly uses spacing between words that reflects the size of the letters.	Forms all lowercase and uppercase letters correctly and using the diagonal and horizontal strokes needed to join letters. 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.	Forms all lowercase and uppercase letters correctly and using the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. 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.
<u>Writing - Composition</u>	Planning: -Plan or say aloud what they are going to write -Write down ideas/key words including new vocabulary Drafting: -Encapsulate what they want to say sentence by sentence Evaluating and Editing: -Evaluate their writing with the teacher and other pupils					

	-Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils -Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently -Proofread to check for errors in spelling, grammar and punctuation. -Read their writing aloud, clearly enough to be heard by their peers and the teacher.					
<u>Grammar & Punctuation</u>	Recap: Capital letters Full stops Simple coordinating conjunctions - and, but, so. Exclamation mark Question mark Coherent sentences Noun phrases. Adventurous adjectives Nouns using suffixes -ness, -er and compounding e.g. 'superman'.	Recap: Capital letters Full stops Simple coordinating conjunctions - and, but, so. Exclamation mark Question mark Coherent sentences Noun phrases Adventurous adjectives Verb and adverbs Co-ordination (or, for) Expanded noun phrases	Coherent sentences Noun phrases Adventurous adjectives Verbs and adverbs Co-ordination (or, for) Expanded noun phrases Apostrophes for contraction Past & present tense Statements, commands & questions Adjectives using suffixes Use of suffixes -er, -est in adjectives and -ly in standard English to turn adjectives in to adverbs. Compound nouns.	Apostrophes for contraction Past & present tense Statements, commands & questions Adjectives using suffixes -ful, -less Use of suffixes -er, -est in adjectives and -ly in standard English to turn adjectives in to adverbs. Compound nouns. Commas in a list Progressive verbs Apostrophe for possession	Commas in a list Progressive verbs Apostrophe for possession Awareness of speech Subordination (when/if/that/because) Use a range of punctuation accurately.	Awareness of speech Subordination (when/if/that/because) Use a range of punctuation accurately. Use of suffix Possessive apostrophes Vocabulary for effect Varied sentence openers
<u>Word Reading and spelling</u>	Continue to apply phonic knowledge and skills as the route to decode. Begin to read accurately by blending the sounds in words that contain the graphemes taught so far, especially by recognising alternative sounds for graphemes and words of two or more syllables. Spellings /j/ spelt j, g, dge, ge /s/ spelt as c /n/ spelt kn, gn /r/ spelt wr /l/ spelt /le/ /el/	Continue to apply phonic knowledge and skills as the route to decode. Begin to read accurately by blending the sounds in words that contain the graphemes taught so far, especially by recognising alternative sounds for graphemes and words of two or more syllables. Spellings /l/ <al> /l/ <il> /igh/ spelt y /or/ spelt all, al /u/	Continue to apply phonic knowledge and skills as the route to decode. Begin to decode automatically. Read mostly accurately by blending the sounds in words that contain the graphemes taught so far, especially by recognising alternative sounds for graphemes and words of two or more syllables. Spellings /o/ spelt a /or/ /ar/ /zh/ spelt s Adding the ending /tion/	Continue to apply phonic knowledge and skills as the route to decode. Begin to decode automatically. Read mostly accurately by blending the sounds in words that contain the graphemes taught so far, especially by recognising alternative sounds for graphemes and words of two or more syllables. Spellings Past/present irregular verbs Adding the suffix -ment, -ness, -ful, -less, -ly Exception words	Continue to apply phonic knowledge and skills as the route to decode. Increased decoding and fluent reading. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially by recognising alternative sounds for graphemes and words of two or more syllables. Spellings Contractions Possessive apostrophes homophones Exception words	Continue to apply phonic knowledge and skills as the route to decode. Increased decoding and fluent reading. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially by recognising alternative sounds for graphemes and words of two or more syllables. Spellings Near homophones Adding -es to nouns and verbs ending in <y> Suffix- ed, ing, er, est Suffix to root words ending in <y> Suffix to root words ending -e

	Exception words	<ee> spelt ey Exception words	Exception words			Suffix to on syllable words. Exception words
Comprehension Reading friends Vocabulary Victor Inference Iggy Predicting Pip Retrieval Rex Sequenncing Suki	Vocabulary: Discuss and clarify the meaning of words, linking new meanings to known vocabulary. -Discuss their favourite words and phrases. Inference: With greater independence, make inferences on the basis of what is being said and done -With greater independence, draw on what they already know or on background information provided by the teacher -Answer and ask questions (inference based) Prediction: Predict what might happen from details stated. Retrieval: Retrieve and record explicitly stated information from texts. Sequencing Suki: Discuss the sequence of events in books and how items of information are related -Express views about what they have read -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read aloud.					
Statutory terminology for pupils.	Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past, present) Apostrophe, comma					
Age Related Expectations:	Spoken language: Listen and respond appropriately to adults and their peers, 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 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 the different viewpoints, attending to and building on contributions of others, select and use appropriate registers for effective communication. Word Reading: -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 -Reread these books to build up their fluency and confidence in word reading Reading - Comprehension: -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 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.

Writing - Transcription: Spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning new ways of spelling phonemes for which 1 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)
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including -ment, -ness, -ful, -ly.
- Apply spelling rules and guidance as listed in 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.

Handwriting:

- 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 unjoined.
- 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

Composition: Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others
- 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
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proofreading to check for errors in spelling, grammar and punctuation.

Read aloud what they have written with appropriate intonation to make the meaning clear

Vocab, grammar, punctuation: Develop their understanding of the concepts set out in the English appendix 2 by:

- Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify
- The present and past tenses correctly and consistently, including the progressive form
- Subordination (using when, if, that, or, because) and co-ordination (or, and, but)
- The grammar for Year 2 in English appendix 2
- Some features of written standard English
- Use and understand grammatical terminology in English appendix 2 in discussing their writing