

English Curriculum

	Year 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Weekly themed units taught using VIPERS*	Selection from: Antarctica Continents Habitats Homes Hot and Cold Places The Arctic	Adventure Stories Changes Through Time Fairy Tales Festivals Life Cycles Remembrance Day The Gunpowder Plot	Artists and Their Craft Bible Stories Coasts Looking After Ourselves Recycling Space Traditional Tales Weather Patterns	Art Around the World Explorers Growing Plants Nature Parables of Jesus Springtime Transport Where Our Food Comes From	Climate Change Creation Myths Fossils Myths and Legends Safari The Moon Landings Traditional Tales Around the World	Australia British Monarchy Castles Nursing in the Crimea Predators Sports People The Great Fire of London Underwater
Texts and Writing Genres	The Journey Home <i>By Frann Preston-Gannon</i>	The Goldilocks Project <i>By various authors</i>	The Bear Under the Stairs <i>By Helen Cooper</i>	Lizzy and the Cloud <i>By The Fan Brothers</i>	The Dragon Machine <i>By Helen Ward</i>	Rosie Revere, Engineer <i>By Andrea Beaty</i>
	Main outcome: Persuasive letters Writing Opportunities: Posters, lists, postcards, wanted posters, information reports, short stories	Main outcome: Sequel stories Writing Opportunities: Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	Main outcome: Information texts Writing Opportunities: Letters, retellings, own version narratives	Main outcome: Guidebook Writing Opportunities: Descriptions, adverts / market stall pitches, letters of advice, postcard in role	Main outcome: Own version stories Writing Opportunities: Dragon guides & encyclopedia, letters of advice, explanations, lists, descriptions, letters	Main outcome: Explanation text Writing Opportunities: Short explanations, adverts, advice letters, character description, invention descriptions
	Dear Earth <i>By Isabel Otter & Clara Anganuzzi</i>	Wolves <i>By Emily Gravett</i>	The Bear and the Piano <i>By David Litchfield</i>	Last Stop on Market Street <i>By Matt de la Pena</i>	Toys in Space <i>By Mini Grey</i>	The Great Fire of London <i>By Emma Adams & James Weston Lewis</i>
	Main outcome: Informative Leaflet Writing Opportunities: Future aspirations, instructions, poems, travel blogs/ vlogs, persuasive speeches, letters	Main outcome: Non-chronological leaflets Writing Opportunities: Captions, information writing, character descriptions and comparisons	Main outcome: Own version narratives Writing Opportunities: Letters of advice, short news reports, writing in role, retellings, information posters	Main outcome: Own version narratives Writing Opportunities: Poetry, simple character descriptions, interview questions, adverts, advice slips, letters	Main outcome: Own version narrative Writing Opportunities: Found posters, diary, speech bubbles, notes, space logs, invitations, setting description	Main outcome: Information booklets Writing Opportunities: Persuasive poster, warning posters (instructional), speech bubbles, letters, certificate
	Free Verse Poetry Writing opportunities: Free verse poetry, performance, personal experiences, second voice		Repeating Patterns Poetry Writing opportunities: Repetition, repeating patterns, expanded noun phrases, similes, alliteration		Shape and Diamante Poems Writing opportunities: Shape, structure, expanded noun phrases, similes, alliteration, opposites	

Transcription	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</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>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes</p> <p>Learning new ways of spelling phonemes for which one or more spellings are known, and learn 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>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p>	<p>Learning to spell common exception words</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p>
Composition	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</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, sentence by sentence</p> <p>Evaluating their Writing with the teacher and other pupils</p> <p>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</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing for different purposes</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, sentence by sentence</p> <p>Evaluating their writing with the teacher and other pupils</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing for different purposes</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, sentence by sentence</p> <p>Evaluating their Writing with the teacher and other pupils</p> <p>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</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing for different purposes</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, sentence by sentence</p> <p>Evaluating their Writing with the teacher and other pupils</p> <p>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</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing for different purposes</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>Evaluating their Writing with the teacher and other pupils</p> <p>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</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing for different purposes</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, sentence by sentence</p> <p>Evaluating their Writing with the teacher and other pupils</p> <p>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</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>

Grammar, Punctuation and Spelling	<p>Formation of nouns using suffixes such as –ness, –er and by compounding</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
Spelling Including NC – Statutory Requirements	<p>Step 1: Words where ‘dge’ makes a /j/ sound</p> <p>Step 2: Words where ‘ge’ makes a /j/ sound</p> <p>Step 3: Words where ‘g’ makes a /j/ sound</p> <p>Step 4: Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’</p> <p>Step 5: Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words</p> <p>Step 6: Challenge Words</p>	<p>Step 7: Words where ‘wr’ makes a /r/ sound at the beginning of words</p> <p>Step 8: Words ending in ‘le’</p> <p>Step 9: Words ending in ‘el’</p> <p>Step 10: Words ending in ‘al’</p> <p>Step 11: Words ending in ‘il’</p> <p>Step 12: Challenge Words</p>	<p>Step 13: Words where ‘y’ makes an /igh/ sound</p> <p>Step 14: Words where ‘-es’ is added to words ending in ‘y’</p> <p>Step 15: Words where ‘-ed’ is added to words ending in ‘y’</p> <p>Step 16: Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’</p> <p>Step 17: Words where ‘-ing’ is added to words ending in ‘e’</p> <p>Step 18: Challenge Words</p>	<p>Step 19: Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’</p> <p>Step 20: Words where ‘-ing’ is added to single syllable words</p> <p>Step 21: Words where ‘-ed’ is added to single syllable words</p> <p>Step 22: Words where ‘a’ makes an /or/ sound</p> <p>Step 23: Words where ‘o’ makes an /u/ sound</p> <p>Step 24: Challenge Words</p>	<p>Step 25: Words where the digraph ‘ey’ makes an /ee/ sound</p> <p>Step 26: Words where ‘a’ makes an /o/</p> <p>Step 27: Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound</p> <p>Step 28: Words where ‘si’ and ‘s’ makes an /zh/ sound</p> <p>Step 29: Words ending in ‘-ment’ and ‘-ness’</p> <p>Step 30: Words ending in ‘-ful’, ‘-less’ and ‘-ly’</p>	<p>Step 31: Words that are homophones</p> <p>Step 32: Words that are homophones or near homophones</p> <p>Step 33: Words ending in ‘-tion’</p> <p>Step 34: Words with an apostrophe for contraction</p> <p>Step 35: Words with an apostrophe for possession</p> <p>Step 36: Challenge Words</p>

Reading Comprehension	<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>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>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Answering and asking questions</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>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>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>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</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>Discussing the sequence of events in books and how items of information are related</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>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>Drawing on what they already know or on background information and vocabulary provided by the teacher</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>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>Being introduced to non-fiction books that are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</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>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 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>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>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</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>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>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>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>Drawing on what they already know or on background information and vocabulary provided by the teacher</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 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>
-----------------------	---	--	--	--	---	---