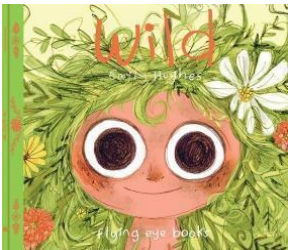
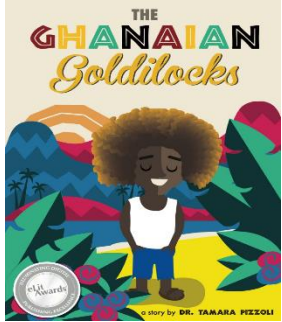
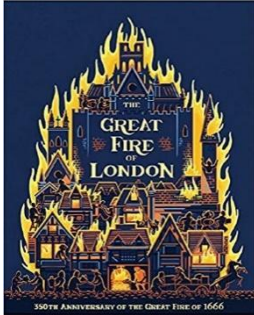
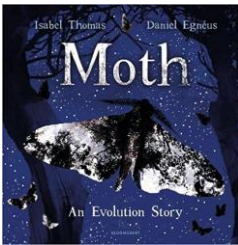
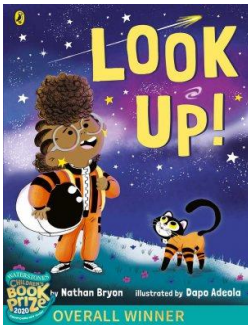
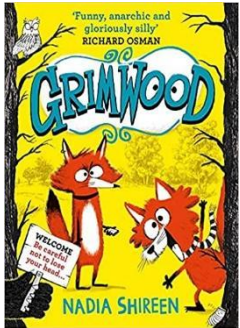
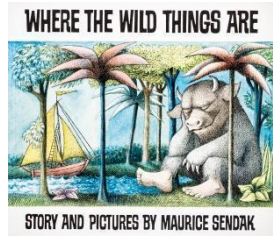


English: Year 2						
Connections to the Wider Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Animals Including Humans		Every Day Materials	Living Things and Their Habitats		Plants
<b>History</b>	Nurturing Nurses		The Great Fire of London		Exploration	
<b>Geography</b>	Human and Physical Features		Maps of London		Continents and Oceans	
<b>PSHE</b>	Being Me	Celebrating Difference	Goals and Dreams	Healthy Me	Relationships	Changing Me
<b>RE</b>	Why did Jesus teach the Lord's Prayer as the way to pray?	Who is the saint of our school? Christmas Symbols	Why are they having a party? (Judaism)	What is the story of Noah really all about? Easter Symbols	How do the five pillars of Islam help a Muslim to commit to Allah?	Why do Christians make and keep promises before God?
<b>English Topic</b>	<b>Wild Adventures</b> <i>"And Max, the King of all Wild Things, was lonely. And wanted to be someone loved him best of all."</i>	<b>A Twist in the Tale</b> <i>"In the West African city of Accra, not so long ago...there lived a young boy by the name of Kofi."</i>	<b>The Great Fire of London</b> <i>"And in 1666, the city was very different from the one we know today..."</i>	<b>Our Environment</b> <i>"This is a story of light and dark, change and adaptation, of survival and hope."</i>	<b>Exploration</b> <i>"When you dream big, anything can happen..."</i>	<b>Extended Stories</b> <i>"We grow dragons. And I can tell you this – they're a lot more trouble than cucumbers."</i>
<b>English Core Texts</b>	<b>Wild</b> 	<b>Ghanaian Goldilocks</b> 	<b>The Great Fire of London</b> 	<b>Moth</b> 	<b>Look Up!</b> 	<b>Grimwood</b> 

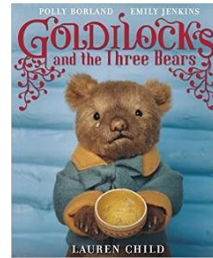
**Where the Wild Things Are**



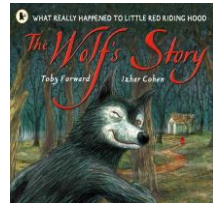
**The Pirate Cruncher**



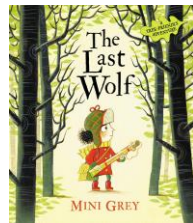
**Goldilocks and the Three Bears**



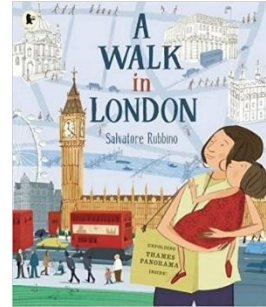
**The Wolf Story**



**The Last Wolf**



**A Walk in London**



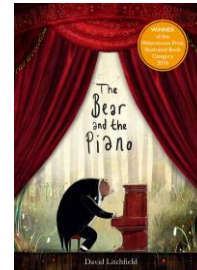
**Between Tick and Tock**



**The Secret of Black Rock**



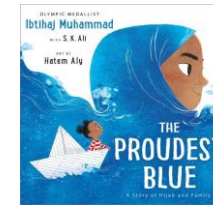
**The Bear and the Piano**



**Zeraffa Giraffa**



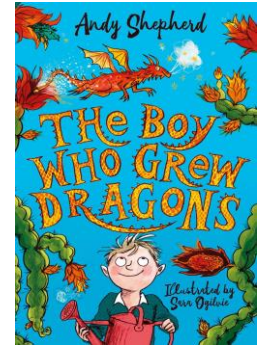
**The Proudest Blue**



**One Moonlit Night**



**The Boy Who Grew Dragons**





<p><b>Writing Outcomes</b></p> <p>(there may be some variations)</p>	<p>Exploring a new class name through fiction/non-fiction or poetry</p> <p><b>Poetry:</b> Writing and performing poetry inspired by celebrations - 'The Wild Rumpus'</p> <p><b>Fiction:</b> Extending vocabulary and language</p> <p>Character and setting descriptions (expanded noun phrases)</p> <p>Narrative retellings – focus on sequencing and coherence</p> <p><b>Non-Fiction:</b> Non-chronological report about class name or animals</p> <p>Letter writing in role of book characters</p>	<p><b>Poetry</b> Rehearse and perform 'The Fifth of November'</p> <p>Extending language through firework poetry (adjectives, nouns, verbs, adverbs)</p> <p><b>Fiction:</b> Character descriptions</p> <p>Retelling traditional narratives from a different viewpoint – change of setting/gender/cultural influence</p> <p>Freewriting</p> <p><b>Non-Fiction:</b> Information writing about Ghana</p> <p>Advisory notes for book characters</p> <p>Lists of rules</p>	<p><b>Fiction:</b> Descriptive writing</p> <p>Write event in first person in the style of a narrative</p> <p><b>Non-Fiction:</b> Instructions linked to DT - Tudor Houses</p> <p>Posters (persuasive/warning)</p> <p>Newspaper report/ Diary entry about The Great Fire of London</p> <p>Recount of school trip to Tower of London</p>	<p><b>Poetry</b> Responding to, writing and performing sea shanties inspired by The Black Rock</p> <p><b>Fiction:</b> Descriptive writing – a flying moth at night</p> <p>Writing in role – diary entries/personal narratives</p> <p><b>Non-Fiction:</b> Persuasive text of choice – sharing an environmental message through posters//letters etc.</p> <p>Information writing</p> <p>Explanation texts</p>	<p><b>Fiction:</b> Adventure narratives about exploration – retelling from a different perspective/own adventures etc.</p> <p>Diary entry in role of character</p> <p><b>Non-Fiction:</b> Description of a journey using positional language</p> <p>Writing in role – messages home</p> <p>Newspaper report about Moon Landing</p> <p>Instructions linked to DT (e.g. pirate hats/ Apollo 11 models)</p> <p>Chronological recount of Zoo trip</p>	<p><b>Poetry:</b> Dragon poetry – rhyming couplets</p> <p><b>Fiction:</b> Writing in role – diary entries</p> <p>Speech and thought bubbles</p> <p>Playscripts</p> <p><b>Non-Fiction:</b> Response to a whole class text – predictions/book reviews etc.</p> <p>Dragon fact files</p> <p>Writing in role – letters or emails</p>
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Reading	Word Reading	Comprehension
	<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 graphemes taught so far.</li> <li>● Read words containing common suffixes.</li> <li>● Read 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 his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>● Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</li> </ul>	<p><b>Develop pleasure for reading and be motivated to read by:</b></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 he/she 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.</li> <li>● Recognising simple recurring literary language in stories and poetry</li> <li>● Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>● Discussing his/her 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><b>Understanding the books they read and have read to them by:</b></p> <ul style="list-style-type: none"> <li>● Drawing on what they already know/background information/vocabulary provided by the teacher</li> <li>● Checking that the text makes sense and correcting inaccurate reading</li> <li>● Answering and asking simple questions</li> <li>● Participating in discussions about books, poems and other books – listening and taking turns</li> <li>● Explaining and discussing their understanding of books</li> </ul>
	<b>Greater Depth</b>	
	<ul style="list-style-type: none"> <li>● Make inferences</li> <li>● Make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>● Make links between the book they are reading and other books they have read</li> </ul>	

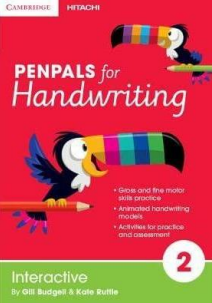
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Discuss his/her favourite words and phrases.</li> <li>• Answer and ask questions</li> </ul>
	<b>Greater Depth</b>
	<ul style="list-style-type: none"> <li>• To share ideas with clarity and in an organised manner.</li> <li>• To perform confidently in front of a larger audience.</li> <li>• To carefully consider answers to questions from peers as a response to project/presentation.</li> </ul>
<b>Writing Composition</b>	<p><b>Plan:</b> Consider what they are going to write before beginning by -</p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what he/she is going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what he/she wants to say, sentence by sentence</li> </ul> <p><b>Write:</b></p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Write poetry to develop positive attitudes and stamina for writing</li> <li>• Write for different purposes to develop positive attitudes and stamina for writing</li> <li>• Read aloud what he/she has written with appropriate intonation to make the meaning clear</li> <li>• Spell many <a href="#">common exception words</a></li> <li>• Form 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><b>Improve:</b></p> <ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils</li> <li>• Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>

	<b>Greater Depth</b>			
<b>Writing: Vocabulary, Grammar and Punctuation</b>  <b>Terminology for pupils:</b> Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past/present) Apostrophe Comma	<b>Punctuation</b>	<b>Text</b>	<b>Sentence</b>	<b>Word</b>
	<ul style="list-style-type: none"> <li>Demarcate most sentences with capital letters and full stops</li> <li>Capital letters for people, places, the days of the week and the person pronoun 'I'</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling (contractions)</li> <li>Apostrophes to mark singular possession in nouns e.g. the girl's name</li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tense mostly correct</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</li> <li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul>	<ul style="list-style-type: none"> <li>Subordination to join clauses (using conjunctions when, if, that, because)</li> <li>Co-ordination to join clauses (using conjunctions or, and, but)</li> <li>Expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman</li> <li>Form adjectives using suffixes such as -ful, -less</li> <li>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</li> </ul>
	<b>Greater Depth</b>			
	<ul style="list-style-type: none"> <li>Use the punctuation taught at key stage 1 mostly correctly (see above)</li> <li>Spell most <a href="#">common exception words</a></li> <li>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> </ul>			

Phonics	Term 1	Term 2	Term 3
<p>Outlined by <b>Red, Write Inc.</b></p> 	<p><b><u>Autumn 1</u></b></p> <p><b>Secure reading with Read Write Inc. Set 3 sounds:</b> ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</p> <p><b>Additional Read Write Inc. sounds:</b> ue ie au e-e kn ck wh ph</p> <p><b>Reviewing Year 1 HFW/red words:</b> the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p><b><u>Autumn 2</u></b></p> <p>Read Write Inc. Phonics programme continues for children identified.</p>	<p><b>Spelling rules linked to phonics:</b></p> <ul style="list-style-type: none"> <li>• le spelling at the end of words</li> <li>• The ee sound spelt -ey</li> <li>• The igh sounds spelt as y</li> <li>• The r sound spelt wr- at the beginning of words</li> <li>• The o sound spelt a after w and qu</li> <li>• The zh sound spelt s</li> </ul>	<p><b>Spelling rules linked to phonics:</b></p> <ul style="list-style-type: none"> <li>• -el -al -il spelling at the end of words</li> <li>• The u sounds spelt as o</li> <li>• The or sound before l or ll spelt as a</li> <li>• The or sound after w spelt as ar</li> <li>• The ir sound after w spelt as or</li> </ul>

Spelling	Term 1	Term 2	Term 3
<p>Term 2 and 3 outlined in <b>Babcock No Nonsense Spelling Pathway</b></p> 	<p><b>Autumn 1</b>  <b>Spelling with Read Write Inc. Set 3 sounds:</b>            ea oi a-e i-e o-e u-e aw are ur er ow ai            oa ew ire ear ure tion tious/cious            Additional Read Write Inc. sounds            ue ie au e-e kn ck wh ph</p> <p><b>Reviewing Year 1 HFW/red words:</b>            the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p><b>Prefixes and Suffixes:</b>            -ing -ed -er -est un-</p> <p><b>Singular and Plurals:</b>            -s -es</p> <p><b>Spelling rules linked to phonics:</b>            -ve at the end of words, e.g give, live have            -y at the end of words, e.g. happy, very, party            -tch after single vowel, e.g. fetch, catch, kitchen</p> <p><b>Autumn 2</b>            The sound -ge and -dge at the end of words, and sometimes spelt as 'g' elsewhere in words before e, i and y .            The soft c before e, i and y            The silent letters in n sounds kn- and (less often) gn- at the beginning of words</p> <p><b>Common exception words:</b>            'i' in common exception words: find, kind, mind, behind, child, wild, climb as well as others as needed by pupils.</p>	<p><b>Spelling rules linked to phonics:</b>            -le spelling at the end of words            The ee sound spelt -ey            The igh sounds spelt as y            The r sound spelt wr- at the beginning of words            The o sound spelt a after w and qu            The zh sound spelt s</p> <p><b>Apostrophes:</b>            The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p><b>Common exception words:</b>            most, only, both, could, would, should, move, prove, improve</p> <p><b>Suffixes</b>            Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it            Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter            Adding '-es' to nouns and verbs ending in 'y'            The suffixes '-ful', '-less' and '-ly'            Words ending in '-tion'</p> <p><b>Homophones</b>            see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two, quite/quiet, night/knight, new/knew, not/knot, they're/there/their</p>	<p><b>Spelling rules linked to phonics:</b>            -el -al -il spelling at the end of words            The u sounds spelt as o            The or sound before l or ll spelt as a            The or sound after w spelt as ar            The ir sound after w spelt as or</p> <p><b>Common exception words:</b>            All Year 2 words not taught so far</p> <p><b>Suffixes:</b>            Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'            The suffixes '-ment', '-ness',</p> <p><b>Revisit learning on:</b>            The possessive apostrophe            Homophones</p>



Handwriting	Term 1	Term 2	Term 3
<p>Outlined in <b>Penpals for Handwriting</b> Scheme and Scope</p> 	<ul style="list-style-type: none"> <li>● Practising diagonal join to ascender: th, ch</li> <li>● Practising diagonal join, no ascender: ai, ay</li> <li>● Practising diagonal join, no ascender: ir, er</li> <li>● Practising horizontal join to ascender: wh, oh</li> <li>● Practising horizontal join, no ascender: ow, ou</li> <li>● Introducing diagonal join to e: ie, ue</li> <li>● Introducing horizontal join to e: oe, ve</li> <li>● Introducing ee</li> <li>● Practising diagonal join, no ascender: ie</li> <li>● Writing numbers 1-100</li> </ul>	<ul style="list-style-type: none"> <li>● Introducing diagonal join to anticlockwise letters: ea</li> <li>● Practising diagonal join to anticlockwise letters: igh</li> <li>● Practising diagonal join to anticlockwise letters: dg, ng</li> <li>● Introducing horizontal join to anticlockwise letters: oo, oa</li> <li>● Practising horizontal join to anticlockwise letters: wa, wo</li> <li>● Introducing mixed joins for three letters: air, ear</li> <li>● Practising mixed joins for three letters: oor, our</li> <li>● Practising mixed joins for three letters: ing</li> <li>● Size and spacing</li> <li>● End of term check</li> </ul>	<ul style="list-style-type: none"> <li>● Building on diagonal join to ascender: ck, al, el, at, il, ill</li> <li>● Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip</li> <li>● Building on horizontal join to ascender: ok, ot, on, ol</li> <li>● Building on horizontal join, no ascender: oi, oy, on, op, ov</li> <li>● Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag</li> <li>● Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</li> <li>● Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</li> <li>● Practising joined ing and ed</li> <li>● Assessment</li> <li>● Capitals</li> </ul>