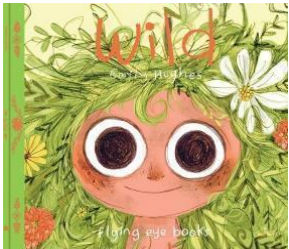
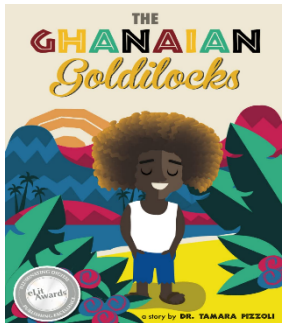
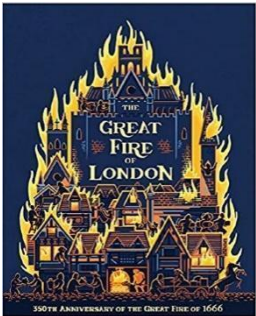
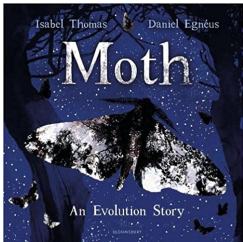
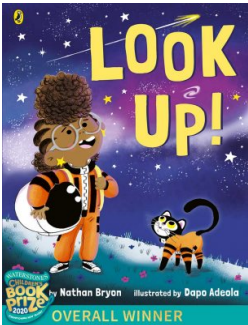
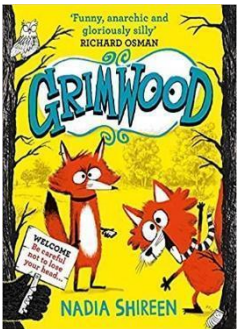
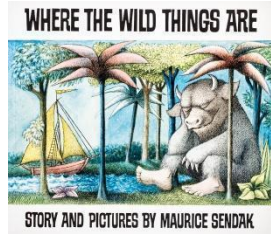


English: Year 2 2023-24

Connections to the Wider Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals Including Humans		Every Day Materials	Living Things and Their Habitats		Plants
History	Nurturing Nurses		The Great Fire of London		Exploration	
Geography	Human and Physical Features		Maps of London		Continents and Oceans	
PSHE	Being Me	Celebrating Difference	Goals and Dreams	Healthy Me	Relationships	Changing Me
RE	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?
English Topic	Wild Adventures <i>"And Max, the King of all Wild Things, was lonely. And wanted to be someone loved him best of all."</i>	A Twist in the Tale <i>"In the West African city of Accra, not so long ago...there lived a young boy by the name of Kofi."</i>	The Great Fire of London <i>"And in 1666, the city was very different from the one we know today..."</i>	Our Environment <i>"This is a story of light and dark, change and adaptation, of survival and hope."</i>	Exploration <i>"When you dream big, anything can happen..."</i>	Extended Stories <i>"We grow dragons. And I can tell you this – they're a lot more trouble than cucumbers."</i>
English Core Texts	Wild 	Ghanaian Goldilocks 	The Great Fire of London 	Moth 	Look Up! 	Grimwood 

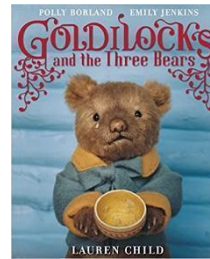
Where the Wild Things Are



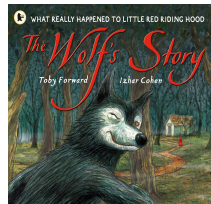
The Pirate Cruncher



Goldilocks and the Three Bears



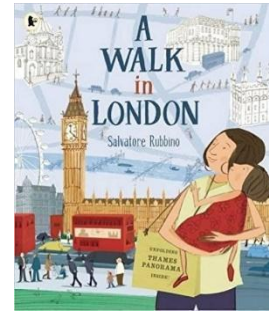
The Wolf Story



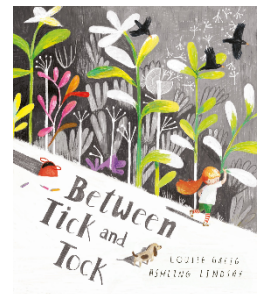
The Last Wolf



A Walk in London



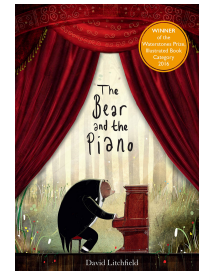
Between Tick and Tock



The Secret of Black Rock



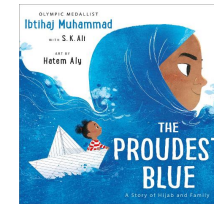
The Bear and the Piano



Zeraffa Giraffa



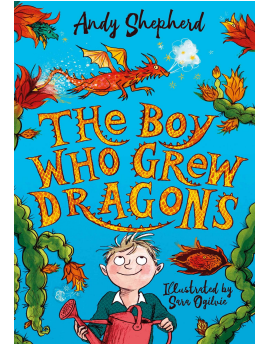
The Proudest Blue



One Moonlit Night



The Boy Who Grew Dragons




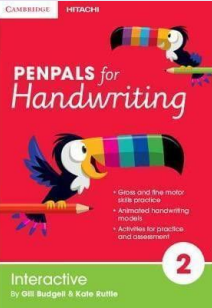
<p>Writing Outcomes</p> <p>(there may be some variations)</p>	<p>Exploring a new class name through fiction/non-fiction or poetry</p> <p>Poetry: Writing and performing poetry inspired by celebrations - 'The Wild Rumpus'</p> <p>Fiction: Extending vocabulary and language</p> <p>Character and setting descriptions (expanded noun phrases)</p> <p>Narrative retellings – focus on sequencing and coherence</p> <p>Non-Fiction: Non-chronological report about class name or animals</p> <p>Letter writing in role of book characters</p>	<p>Poetry Rehearse and perform 'The Fifth of November'</p> <p>Extending language through firework poetry (adjectives, nouns, verbs, adverbs)</p> <p>Fiction: Character descriptions (e.g. Wanted poster or newspaper report)</p> <p>Retelling traditional narratives from a different viewpoint – change of setting/gender/cultural influence</p> <p>Freewriting</p> <p>Non-Fiction: Information writing about Ghana</p> <p>Advisory notes for book characters</p> <p>Lists of rules</p>	<p>Fiction: Descriptive writing</p> <p>Write event in first person in the style of a narrative</p> <p>Non-Fiction: 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>Poetry Responding to, writing and performing sea shanties inspired by The Black Rock</p> <p>Fiction: Descriptive writing – a flying moth at night</p> <p>Writing in role – diary entries/personal narratives</p> <p>Non-Fiction: Persuasive text of choice – sharing an environmental message through posters//letters etc.</p> <p>Information writing</p> <p>Explanation texts</p>	<p>Fiction: Adventure narratives about exploration – retelling from a different perspective/own adventures etc.</p> <p>Diary entry in role of character</p> <p>Non-Fiction: 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>Poetry: Dragon poetry – rhyming couplets</p> <p>Fiction: Writing in role – diary entries</p> <p>Speech and thought bubbles</p> <p>Playscripts</p> <p>Non-Fiction: 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"> • 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 graphemes taught so far. • Read words containing common suffixes. • Read 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 his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. 	<p>Develop pleasure for reading and be motivated to read by:</p> <ul style="list-style-type: none"> • 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 • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Recognising simple recurring literary language in stories and poetry • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing his/her 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 <p>Understanding the books they read and have read to them by:</p> <ul style="list-style-type: none"> • Drawing on what they already know/background information/vocabulary provided by the teacher • Checking that the text makes sense and correcting inaccurate reading • Answering and asking simple questions • Participating in discussions about books, poems and other books – listening and taking turns • Explaining and discussing their understanding of books
	Greater Depth	
	<ul style="list-style-type: none"> • Make inferences • Make a plausible prediction about what might happen on the basis of what has been read so far • Make links between the book they are reading and other books they have read 	

Spoken Language	<ul style="list-style-type: none"> • 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. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss his/her favourite words and phrases. • Answer and ask questions
	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • To share ideas with clarity and in an organised manner. • To perform confidently in front of a larger audience. • To carefully consider answers to questions from peers as a response to project/presentation.
Writing Composition	<p>Plan: Consider what they are going to write before beginning by -</p> <ul style="list-style-type: none"> • Planning or saying out loud what he/she is going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what he/she wants to say, sentence by sentence <p>Write:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real and fictional) • Write about real events, recording these simply and clearly • Write poetry to develop positive attitudes and stamina for writing • Write for different purposes to develop positive attitudes and stamina for writing • Read aloud what he/she has written with appropriate intonation to make the meaning clear • Spell many common exception words • Form 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. <p>Improve:</p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils • 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

	Greater Depth			
Writing: Vocabulary, Grammar and Punctuation Terminology for pupils: Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past/present) Apostrophe Comma	<ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly • Use the diagonal and horizontal strokes needed to join some letters. 			
	Punctuation	Text	Sentence	Word
	<ul style="list-style-type: none"> • Demarcate most sentences with capital letters and full stops • Capital letters for people, places, the days of the week and the person pronoun 'I' • Full stops • Question marks • Exclamation marks • Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling (contractions) • Apostrophes to mark singular possession in nouns e.g. the girl's name 	<ul style="list-style-type: none"> • Use present and past tense mostly correct • 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 • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. 	<ul style="list-style-type: none"> • Subordination to join clauses (using conjunctions when, if, that, because) • Co-ordination to join clauses (using conjunctions or, and, but) • Expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. 	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman • Form adjectives using suffixes such as -ful, -less • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest
Greater Depth				
<ul style="list-style-type: none"> • Use the punctuation taught at key stage 1 mostly correctly (see above) • Spell most common exception words • Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) 				

Phonics	Term 1	Term 2	Term 3
<p>Outlined by Red, Write Inc.</p> 	<p><u>Autumn 1</u></p> <p>Secure reading with Read Write Inc. Set 3 sounds: 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>Additional Read Write Inc. sounds: ue ie au e-e kn ck wh ph</p> <p>Reviewing Year 1 HFW/red words: 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><u>Autumn 2</u></p> <p>Read Write Inc. Phonics programme continues for children identified.</p>	<p>Spelling rules linked to phonics:</p> <ul style="list-style-type: none"> • The or sound spelt a before l and ll. • Soft c • Adding the suffix -y • Adding the suffix -ly • The n sound spelt kn and gn • The igh sound spelt y • Adding the suffix -ing • The j sound • The o sound spelt a after w and qu • Adding the suffix -ed • The r sound spelt wr 	<p>Spelling rules linked to phonics:</p> <ul style="list-style-type: none"> • Adding the suffixes -er or -est • The ee sound spelt ey • Adding the suffix -ness • Words ending in -le • Words ending in -el • Words ending in -al • Adding the suffix -ful • Adding the suffix -less • Adding the suffix -ment • Words ending in -tion • Adding the suffix -es

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