



Whole School Curriculum Map by Subject: English

Year 2

Oracy

- ✓ 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 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

Handwriting

- ✓ Form lower-case letters of the correct size relative to one another
- ✓ Use some of 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

Vocabulary, Grammar and Punctuation

- ✓ Form nouns using suffixes such as –ness, -er and by compounding (whiteboard, superman)
- ✓ Form adjectives using suffixes such as –ful, -less
- ✓ Use the suffixes –er, -est in adjectives
- ✓ Use –ly to turn adjectives into adverbs
- ✓ Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- ✓ Use commas to separate items in a list
- ✓ Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
- ✓ Use sentences with different forms: statement, question, exclamation, command
- ✓ Use expanded noun phrases to describe and specify
- ✓ Use the present and past tenses correctly and consistently
- ✓ Use the progressive form of verbs in the present and past tense (she is drumming, he was shouting)
- ✓ Use conjunctions for subordination (when, if, that, or because) and co-ordination (or, and, but)

Terminology

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma



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Spelling

- ✓ The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- ✓ The /s/ sound spelt c before e, i and y
- ✓ The /n/ sound spelt kn and (less often) gn at the beginning of words
- ✓ The /r/ sound spelt wr at the beginning of words
- ✓ The /l/ sound spelt -le at the end of words
- ✓ The /l/ sound spelt -el at the end of words
- ✓ The /l/ sound spelt -al at the end of words
- ✓ Words ending -il
- ✓ The /igh/ sound spelt -y at the end of words
- ✓ Adding -es to nouns and verbs ending in -y
- ✓ Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- ✓ Adding the endings -ing, -ed, -er, - est and -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
- ✓ The sound spelt a before l and ll
- ✓ The sound spelt o
- ✓ The sound spelt -ey
- ✓ The sound spelt a after w and qu
- ✓ The sound spelt or after w
- ✓ The sound spelt ar after w
- ✓ The sound spelt s
- ✓ Words ending in -tion



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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 common exception words from this year group and the previous year groups
- ✓ 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
- ✓ Re-read books to build up their fluency and confidence in word reading

Reading Comprehension

- ✓ Develop pleasure in reading, motivation to read, vocabulary and understanding
- ✓ Listen to, discuss and express 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
- ✓ Discuss the sequence of events in books and how items of information are related
- ✓ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- ✓ Be introduced to non-fiction books that are structured in different ways
- ✓ Recognise simple recurring literary language in stories and poetry
- ✓ Discuss and clarify the meaning of words, linking new meanings to known vocabulary
- ✓ Discuss their favourite words and phrases
- ✓ Continue 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
- ✓ Draw on what they already know or on background information and vocabulary provided by the teacher
- ✓ Check that the text makes sense to them as they read and correct inaccurate reading
- ✓ Make inferences on the basis of what is being said and done
- ✓ Answer and ask questions
- ✓ Predict 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



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Texts to lead learning

Autumn Term (Twisted Tales) Into the Forest - Anthony Browne. Tin Forest - Helen Ward and Wayne Anderson The True Story of the 3 Little Pigs - Jon Scieszka The Three Little Wolves and the Big Bad Pig - Eugene Trivizas I was a rat! Or Scarlet Slippers – Philip Pullman	Spring Term (Pole to Pole) Emperor's Egg - Martin Jenkins Poles Apart - Jeanne Willis Antarctic Antics – Judy Sierra 365 Penguins – Jean-Luc Fromental Tom Crean's Rabbit - Meredith Hooper The Rainbow Bear – Michael Morpurgo The Last Polar Bears – Harry Horse Pugs of the Frozen North – Philip Reeve & Sarah McIntyre The Penguin who wanted to find out – Jill Tomlinson	Summer Term (Behind the Walls) Sir Charlie Stinky Socks - Kristina Stephenson The Knight who Said No - Lucy Rowland The Knight who Wouldn't Fight - Helen Docherty King Arthur and the Knights of the Round Table - Marcia Williams. The Dragon Snatcher – M.P Robertson The Egg – M.P Robertson The Great Dragon Rescue – M.P Robertson Dare to Care: Pet dragon – M.P Robertson The Wall in the Middle of the Book – Jon Agee Castles – Colin Thompson Tell Me A Dragon – Jackie Morris The Snow Dragon – Vivian French
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Suggested texts for class reads (as well as above)

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Writing transcription

- ✓ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- ✓ Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
- ✓ Learn to spell common exception words
- ✓ Learn to spell words with contracted forms
- ✓ Learn how to use the possessive apostrophe with singular nouns
- ✓ Learn homophones
- ✓ Add suffixes—ment, -ness, -ful, -less, -ly
- ✓ Write from memory, simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far

Writing composition

Develop positive attitudes towards and stamina for writing:

- ✓ Write narratives about personal experiences and those of others (real and fictional)
- ✓ Write about real events
- ✓ Write poetry
- ✓ Write for different purposes

Consider what they are going to write before beginning:

- ✓ Plan or say out loud what they are going to write about
- ✓ Write down ideas and/or key words, including new vocabulary
- ✓ Encapsulate what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing:

- ✓ Evaluate their writing with the teacher and other pupils
- ✓ Re-read 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-read to check for errors in spelling, grammar and punctuation
- ✓ Read aloud what they have written with appropriate intonation to make the meaning clear