

English Curriculum

Year 2		
Autumn	Spring	Summer
Global Citizen	1666 and all that.....The Great Fire of London/The Plague	Wellbeing in Britain – NHS, Mary Seacole, Florence Nightingale

Key Technical Vocabulary in red bold.

Text Level/Genres

Write for a range of contexts, purposes and audiences

Revise and evaluate their writing

Ensure a range of forms are covered: lists, labels, captions, letter, email, leaflet, poster, message, haiku, tanka, diary entry, newspaper article, information text, menu, play script, flier, advertisement, presentation. etc.

<p style="font-weight: bold; margin: 0;">Narrative</p> <p style="margin: 5px 0 0 0;">1 - Other cultures 2 - Traditional Tales 3 – Historical Story</p>	<ul style="list-style-type: none"> Identify the sequence: opening – something happens – events to sort it out – ending; Identify temporal connectives and talk about how they are used to signal the passing of time; (Then, Next, After,) Make deductions about why events take place in a particular order; Understand that we know what characters are like from what they do and say as well as their appearance; Make predictions about how characters might behave; Notice that characters can change during the course of the story; Notice the way that characters speak reflects their personality; Know that the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Know that settings are created using descriptive words and phrases; Know that particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. Re-tell familiar stories using narrative structure and dialogue from the text; Tell own real and imagined stories; Explore characters’ feelings and situations using improvisation; 	<p style="font-weight: bold; margin: 0;">Instruction</p>	<ul style="list-style-type: none"> Listen to and follow a series of more complex instructions. Give clear oral instructions Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: Use a statement of purpose, list of materials or ingredients, sequential steps, Use direct/imperative language, e.g. whisk, beat, mix; Compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game.

	<ul style="list-style-type: none"> • Dramatise parts of own or familiar stories and perform to class or group. • Imitate familiar stories by borrowing and adapting structures; • Write complete stories with a sustained, logical sequence of events; • Use past tense and 3rd person consistently in stories; • Include a setting; • Create characters, e.g. by adapting ideas about typical story characters; • Include some dialogue; • Use phrases drawn from story language to add interest, (e.g.) <i>she couldn't believe her eyes.</i> 		
<p>Poetry</p> <p>1 – Patterns on a page</p>	<ul style="list-style-type: none"> • Talk about own views, the subject matter and possible meanings; • Comment on which words have most effect, noticing alliteration; • Discuss simple poetry patterns • Perform individually or together; speak clearly and audibly. • Use actions and sound effects to add to the poem's meaning • Experiment with alliteration to create humorous and surprising combinations; • Make adventurous word choices to describe closely observed experiences; • Create a pattern or shape on the page; use simple repeating phrases or lines as models 	<p>Recounts</p>	<ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first person recounts linked to topics of interest/study or to personal experience, • Use the language of texts read as models for own writing, maintaining consistency in tense and person.
<p>Explanation</p>	<ul style="list-style-type: none"> • After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process • After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently. 	<p>Reports (non-chronological)</p>	<ul style="list-style-type: none"> • After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. • Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. • Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's</i> etc. • Assemble information on another subject and use the text as a template for writing a report on it,

			using appropriate language to present and categorise ideas.
Punctuation		Handwriting	
<p><i>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks • Commas to separate items in a list • Apostrophe to mark where letters are missing in spellings (Omission/Contraction) • Apostrophe to mark singular possession in nouns (Possession) e.g. <i>the girl's name</i> • Speech bubbles and marks for direct speech 		<p><i>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • 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. • Understand which letters are best left un-joined. • Write capital letters of the correct size. • Write digits of the correct size. • Using spacing between words that is appropriate. 	
Spelling		Grammar	
<p><i>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • The sound spelt as ge and dge at the end of words, e.g. <i>badge, huge</i>. • The s sound spelt c before e, l and y, e.g. <i>race, ice</i> • The n sound spelt kn and less often gn at the beginnings of words, e.g. <i>knock, gnat</i> • The r sound spelt wr at the beginning of words, e.g. <i>write, wrap</i> • The i sound spelt le at the end of words, e.g. <i>table, apple</i> • The i sound spelt el at the end of words, e.g. <i>camel, tunnel</i>. • Words ending in a single consonant letter after a single vowel letter e.g. <i>patting, patted</i> • The or sound spelt before l and ll, e.g. <i>all, ball, walk</i> • The sound spelt o in e.g. <i>other, nothing, Monday</i> • The ee sound spelt ey in e.g. <i>key, donkey, valley</i> • The o sound spelt after w and qu, e.g. <i>want, quantity</i> • The ur sound spelt or after, e.g. <i>word, work, worth</i> • The or sound spelt ar after w, e.g. <i>warm, towards</i> • The sh sound spelt s, e.g. <i>television, treasure</i> • The suffixes ment, ness, ful, less, ly, e.g. <i>enjoyment, sadness, careful</i> • The i sound spelt al at the end of words, e.g. <i>metal, animal</i> • Words ending in il, e.g. <i>pencil, fossil, nostril</i> • The i sound spelt y, e.g. <i>cry, fly</i> • Adding es to nouns and verbs ending in y, e.g. <i>flies, tries</i> 		<p><i>Ensure Year 1 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Nouns • Verbs • Adjectives • Adverbs • Formation of nouns using suffixes, e.g. <i>ness, er</i> • Formation of nouns by compounding, e.g. <i>whiteboard, superman, roadblock</i>. • Formation of adjectives using suffixes, e.g. <i>ful, less</i> • Formation of adjectives into adverbs using the suffixes <i>er, est and ly</i> • Subordination (<i>when, if, that, because</i>) • Co-ordination (<i>or, and, but</i>) • Expanded noun phrases for description, e.g. <i>the blue butterfly, plain flour, the man in the moon</i>. • Understand the function of a statement, question, exclamation, or command. • Present and past tense in writing 	

<ul style="list-style-type: none"> • Adding ed, ing, er and est to a root word ending in y, e.g. <i>copied, copier, happier, happiest</i> • Adding the endings ing, ed, er, est and y to words ending in e with a consonant before it, e.g. <i>hiking, hiked, hiker</i> • Adding ing, ed, er, est and y to words of one syllable • Contractions - can't, didn't, hasn't, couldn't, it's, I'll • Possessive apostrophe for singular nouns, e.g. <i>Megan's</i> • Words ending in tion, e.g. <i>station, fiction, motion</i> • Homophones – there, their, they're, here, hear, • Common exception words – door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr., Mrs, parents, Christmas 	
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Texts to support teaching and learning

Theme	Narrative Other cultures/ historical/traditional	Poetry Patterns on a page	Non fiction Instructions/Recount/Reports/ Explanation
Global Citizen	The Lion and the Mouse: Pinkney Meerkat Mail: Gravett Long Walk to Freedom: Mandela, Van Wyk Mufaro's Beautiful Daughters: Steptoe Handa's Surprise: Browne Mama Panya's Pancakes: Chamberlin Wangari's Trees of Peace: Winter Animal Fables – Unwitting Wisdom Lila and the Secret of Rain: Conway	Alphabet Kingdom: Parent Giraffe's Can't Dance: Andreae	Lifesize: Henn Africa – Amazing Africa: Atinuke Jane Goodall (Little People Big Dreams) Africa is not a Country: Melnicove Africa – Everything You Ever Wanted to Know: Gifford

	<p>The Hunter: Geraghty All Aboard for the Bobo Road: Davies One Day on our Blue Planet: In the Savannah: Bailey Sleep Well, Siba and Saba: Isdahl African Tales: A Barefoot Collection: Mhlophe Anna Hibiscus: Atinuke</p>		
<p>1666 and all that.....The Great Fire of London/The Plague</p>	<p>Mr Fawkes, the King and the Gunpowder Plot: Bradman The Baker's Boy and the Great Fire of London: Bradman Vlad and the Great Fire of London: Cunningham Raven Boy: Goodhart The Fire Children – A West African Folk Tale: Maddern</p>	<p>The Great Fire of London: Perro (Search for fire safety poems to find a selection linked to PSHE)</p>	<p>The Great Fire Of London- 350th Anniversary Edition of the Great Fire of 1666: Adams The Hot Book: Goldsmith You Wouldn't Want to be in the Great Fire of London: Pipe The Great Fire of London Unclassified: Hunter The Great Fire of London: Gogerley A City Through Time: Noon London Through Time – from Roman Capital to Olympic City: Platt Avoid being in the Great Fire of London: Pipe</p>
<p>Wellbeing in Britain – NHS, Mary Seacole, Florence Nightingale</p>	<p>Katje the Windmill Cat: Woeflle My Dad – the Amazing Nurse: Jacobsen Zog and the Flying Doctors: Donaldson I Don't Want to go to Hospital by Tony Ross</p>	<p>Peace Lily: Robinson Flo of the Somme: Robinson</p>	<p>HerStory: Halligan Little People, Big Dreams series Brilliant Ideas from Wonderful Women: Lopez/Lozano</p>
<p>BFI films</p>	<p>Jack and the Beanstalk</p>	<p>Laughing Moon</p>	<p>Growing</p>

			Tom Sweep Dangle Nightshift Otherwise
Other Films	The Snowman Shrek Hoodwinked		Cracking Contraptions Chitty Chitty Bang Bang