**Year 2 English Curriculum**

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Focus | Write to entertain | Write to inform/explain | Write to entertain | Write to inform | Write to entertain | Write to inform |
| Literature texts | * **Where the wild things are.**   **or**   * **Can’t you sleep little bear.** | * Continuation of A1 text * or * Traditional/Fairy Tales | Extended stories with chapters   * **The Owl who was afraid of the dark** | Explanations and information texts | * **Fantastic Mr Fox**   Theme Stories  Adventure/ fantasy story | Instructions |
| Writing Outcomes | Story  and/or   * Write poetry | * News paper report | * Diary * Short story * Letter | * Explanations and information texts: question and answer, science investigation, technical manual. | * Diary * Letter * Poetry/ song lyrics * Missing Chapter * Story | * Instructions: recipe, list of rules for games, posters, directions, non fiction books |
| Text Level features | * Writing for different purposes * Writing about others * Writing Poetry * Understand the 5 part story i.e. opening, build-up, problem, resolution, ending. | * Writing about different events * Writing about personal experiences and those of others. * Use headings | * Writing about experiences * Plan opening of story abound characters, setting, time of day and type of weather. | * Writing about real events. * Writing about personal experience and the experience of others. * Use headings, diagrams, | * Writing personal experiences. * Writing about the experience of others. | * Use headings, diagrams. * Make final comments to the reader Extra tips/did you know-true or false? * Use consistent present tense. |
| Sentence construction, grammar & punctuation | * Read aloud what they have written with appropriate intonation to make meaning clear. * Expanded noun phrases to describe and specify * Subordination (when, if, that, or, because) and co-ordination * Embelish simple sentences using adjectives. | * Verbs to indicate time. Sentences with different forms: statements, questions, exclamations, commands. * Commas for lists. * Apostrophes for omission and singular possession | * Commas for lists * Apostrophes for omission and singular possession * Use ly sentence openers, usually, eventually, finally, slowly. | * Sentences with different forms: statements, questions, exclamations, commands. * Commas for lists. * Apostrophes for omission and singular possession | * Consolidation | * Use ly sentence openers, usually, eventually, finally, slowly. |
| Grammatical terminology | Noun, noun phrase, adjective, simple sentence, compound sentence. | Statement, question, exclamation, command, verb, apostrophe, comma. | Singular and plural, suffix, adverb | Revision and consolidation | Revision and consolidation | Revision and consolidation |
| Word Level / Spelling | * Refer to monster Phonics Plans | * Refer to monster Phonics Plans | * Refer to monster Phonics Plans | * Refer to monster Phonics Plans | * Refer to monster Phonics Plans | * Refer to monster Phonics Plans |
| Spoken Language | * Oracy skills to be taught across the terms * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates | * Oracy skills to be taught across the terms * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, * speak audibly and fluently with an increasing 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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. | * Oracy skills to be taught across the terms * 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, 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| Reading  (Link to Monster Phonics work)  Skills taught across the terms | continue to apply phonic knowledge and skills as the route to decode words  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 further 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 their improving phonic knowledge,  re-read these books to build up their fluency and confidence in word reading.   * develop pleasure in reading, motivation to read, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * be introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their 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 * understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done answering and asking questions   predicting 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 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