

Year 2 English Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Spoken Language	Sharing holiday experiences Verbal character description Harvest Festival	Presentation to class – What Autumn means to me Performing Great Fire of London poems Drama: Real History workshop	Reciting dragon poems Reading our stories to the class	Spoken recounts of trips, synonyms,	Spoken instructions, recounts, riddles,	Leavers Assembly performance
Class Novel	<i>Rainbow Bear</i> by Michael Morpurgo <i>The Last Polar Bear</i> by Harry Horse	<i>The Great Fire: A City in Flames</i> by Ann Turnbull	The Dragonsitter series by Josh Lacey	The Titanic Detective Agency by Lindsay Littleton	<i>Fantastic Mr Fox</i> By Roald Dahl	<i>The BFG</i> by Roald Dahl
English Main Teaching Texts	<i>Journey</i> By Aaron Becker <i>Leaf</i> by Sandra Dieckmann	<i>Vladd and the Great Fire of London</i> by Kate Cunningham A Range of non-fiction texts based on the Great Fire of London	<i>Dragon Machine</i> by Helen Ward <i>The Girl with the Yellow Bag</i> by Maia Walczak	If You Were a Kid Aboard The Titanic by Josh Gregory A Range of non-fiction texts based on the Titanic Rock, Paper, Scissors by The Literacy Shed	<i>The Last Wolf</i> by Mini Grey The Promise by Nicola Davies	<i>Grandad’s Secret Giant</i> By David Litchfield The Magical Yet By Angela DiTerlizzi

Literacy Outcome	Fiction	<p>Setting description: based on Leaf.</p> <p>Retell: Retell the story of Leaf from the character's viewpoint</p> <p>Story: based on the story of Leaf but changing the characters</p>	<p>Setting description: based on images of Great Fire of London</p> <p>Character description: based on Vlad</p> <p>Retell: Retell the story from the rat's point of view</p>	<p>Poster: Beware of dragons!</p> <p>Character description: dragons</p> <p>Diary: In role of character</p> <p>Setting description: Where dragons live</p> <p>Story: based on the story of the dragon machine but changing characters</p> <p>Story: Add words to the story of The Girl with the Yellow Bag</p>	<p>Retell: The Titanic story from different character viewpoints</p> <p>Setting description: 1st class and 3rd class</p> <p>Retell: add words to tell the story of Rock, Paper, Scissors.</p> <p>Story: Change the story so that Paper is the baddy and Scissors is the hero</p>	<p>Character description: The Lat Wolf and The Promise</p> <p>Diary: in role of character</p> <p>Story: based on the story of The Last Wolf but changing characters</p> <p>Setting description: The Promise</p> <p>Letter: from the girl to the old lady</p>	<p>Setting description</p> <p>Diary: of the day of the storm</p> <p>Letter: In role of character</p> <p>Retell: Grandad's Secret Giant</p> <p>Story: based on Grandad's Secret Giant but changing the characters and setting</p>
	Non-fiction	<p>Leaflet: Guide to Earth</p> <p>Fact sheet: Endangered animals</p> <p>Facts: Polar Bears</p>	<p>Facts: factual sentences using conjunctions</p> <p>Diary: events which took place each day</p> <p>Fact sheet: Great Fire of London using subheadings</p>	<p>Letter: To headteacher regarding the dragons</p> <p>Leaflet: How to care for dragons</p>	<p>Newspaper report: Titanic sinking</p> <p>Diary: events which took place</p> <p>Fact sheet: Titanic</p>	<p>Rules: for going into the woods</p> <p>Instructions: how to plant seeds</p> <p>Letter: to prime minister to save our woods and protect animals.</p>	<p>Instructions: how to look after your local area</p> <p>Narrative: What I can do now that I couldn't do when I was 2.</p> <p>Narrative: What I want to aim towards in the future</p>

Poetry

What a Wonderful World
by Louis Armstrong:
Listen to and discuss
before creating own
poem based on
structure.

Read and recite Great
Fire of London poems

Create Great fire of
London poem based on
noun, verb, adverb
format.

Read and recite dragon
poems

Create poems based on
flying on a dragons' back

Titanic poem based on
noun, verb format

Into the woods – a
journey through the
woods

Based on Teddy Bear's
picnic – If you down to
the woods today...

Spread Your Wings

<p>Spelling</p>	<p>Recap phase 5 GPCs and Year 1 CEWs</p> <p>Strategies for spelling: using a GPC chart, individual dictionaries, segmentation, using the environment, look, say, cover check,</p> <p>Homophones: sea/see, be/bee, blue/blew</p> <p>Proofreading (wordbanks, high frequency words)</p> <p>/aɪ/ spelt 'i' in common exception words</p>	<p>Homophones to/two/too, here/hear, one/won, sun/son</p> <p>Strategies for spelling: rainbow write, word sort, have a go, which one looks right?, saying the word in a funny way.</p> <p>/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g'.</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>Common exception words: could, would, should, most, both, only, move, prove, improve,</p> <p>Contractions: can't, didn't, hasn't, it's, couldn't, I'll, they're</p> <p>Near homophones: quite/quiet</p> <p>/aɪ/ sound spelt 'y'</p> <p>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p>	<p>Strategies for spelling: mnemonics</p> <p>Homophones new/knew, their/there/they're</p> <p>The possessive apostrophe (singular nouns)</p> <p>/ɒ/ spelt 'a' after 'w' and 'qu'</p> <p>/ʒ/ spelt 's',</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p>	<p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>/l/ or /əl/ sounds spelt 'il' at the end of words</p> <p>Suffixes '-ment' and '-ness'</p>	<ul style="list-style-type: none"> • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced • After writing – developing proofreading and checking skills including using a dictionary • Learning spellings – developing children's personal spelling journals to reflect their
------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>Adding the ending 'y' to words ending in 'e' with a consonant before it</p> <p>/i:/ sound spelt 'ey'</p> <p>/r/ sound spelt 'wr'</p> <p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	<p>Words ending '-tion'</p> <p>Proofreading: dictionary skills</p>		<p>growing independence in using taught strategies to learn new words.</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------	--	----------------------------------------------------------------------------

<p>Punctuation and Grammar</p>	<p>Use subordination (because) and coordination (and)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use punctuation correctly - full stops, capital letters</p>	<p>Use co-ordination (but, or)</p> <p>Add -ly to turn adjectives into adverbs</p> <p>Use commas to separate items in a list</p>	<p>Write sentences with different forms: statement, question, exclamation, command</p> <p>Use subordination (apply <i>because</i>, introduce <i>when</i>, <i>that</i>)</p> <p>Use present and past tenses correctly and consistently (some progressive)</p> <p>Use punctuation correctly - exclamation marks, question marks, apostrophes for singular possession.</p> <p>Use the progressive form of verbs in the present and past tense</p>	<p>Use subordination (if, that)</p> <p>Add -er and -est to adjectives</p> <p>Use homophones and near homophones</p> <p>Use present and past tenses correctly and consistently including the progressive form</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Add suffixes to spell longer words e.g. ment,- ful</p> <p>Use punctuation correctly – apostrophes for contracted forms</p> <p>Proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>Revise and embed all content of Year 2 programme.</p>	<p>Revise and embed all content of Year 2 programme.</p>
---------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------	----------------------------------------------------------

