

Gresham Primary School
English Curriculum Map
Year Two

	Text and Literary form	Spoken Language	Reading	Writing	Grammar	Punctuation	Phonics & Spellings
Autumn 1	Pattan's Pumpkin (<i>Fiction</i>) <i>(Link with October/Halloween/plants for Autumn 2)</i>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> listen to, discuss and express views about books at a level beyond that which they can read independently; discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading. 	<p>Outcomes:</p> <p>Information Writing Captions, Labels and Posters Free Verse Poetry Letter Writing Thought Bubbles News Report Song Writing – Lullabies Writing in Role: Diary Story Telling Narrative: Myths</p> <p>Composition:</p> <ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate 	<p>Develop their understanding of:</p> <p><i>Common nouns and proper nouns</i></p> <p>Different conjunctions used in sentences</p> <p>What makes a good sentence</p>	<p>Learn how to use the following punctuation correctly:</p> <p><i>Capital letters</i></p> <p><i>Full stops</i></p> <p><i>Question marks</i></p> <p><i>Exclamation marks</i></p> <p><i>commas for lists</i></p>	<p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p> <p>The sounds /r/ spelt 'wr' at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y</p> <p>The sound /j/ spelt with '-dge' and '-ge' at the end of words</p> <p>The sound /j/ often spelt with g before e, i and y.</p> <p>The sound /j/ always spelt with 'j' before a, o and u</p> <p>Year 2 Common Exception Words</p>

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				<p>intonation to make the meaning clear;</p> <ul style="list-style-type: none">• use new and familiar punctuation correctly;• use sentences in different forms;• expand noun phrases to describe and specify;• use past and present tense correctly and consistently;• use simple conjunctions to link subordinate and co-ordinating clauses. <p>Handwriting:</p> <p>Form lower-case letters of the correct size relative to one another;</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;</p> <p>Use spacing between words that reflects the size of the letters.</p>			
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Autumn 2	<p>Poems to Perform - Julia Donaldson (poetry, poems about a variety of topics including food, sport, school etc.)</p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently; • link what they read or hear read to their own experiences; • recognise and join in with predictable phrases in poems and to recite some by heart; • to recognise simple recurring literary language in poetry; • discuss and clarify word meanings, linked to those already known; • discuss 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; • make inferences on the basis of what is said and done; • answer and ask questions; • explain and discuss understanding of poems; those they listen to and those read independently 	<p>Writing Outcomes:</p> <p>Descriptive vocabulary and phrase collections Poems inspired by the collection: Innovated verses of 'Rhythm of Life' Fresh lines for 'The Sound Collector' Original poem inspired by poetry and music: 'The Lark Ascending' Performance and recital Class anthologies</p> <p>Composition:</p> <ul style="list-style-type: none"> • Develop positive attitudes and stamina for writing by writing poetry; • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; • write for different purposes including poetry; • reread and evaluate writing to check it makes sense and make simple revisions; • Read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; 	<p>Nouns</p> <p>Adjectives</p> <p>Listing adjectives</p> <p>Using coordinating and subordinating conjunctions</p> <p>Recognising and using questions and commands</p>	<p>Learn how to use the following punctuation correctly:</p> <p><i>capital letters</i></p> <p><i>full stops</i></p> <p><i>question marks</i></p> <p><i>exclamation marks</i></p> <p><i>commas for lists</i></p>	<p>The sound /l/ spelt with '-le' at the end of words</p> <p>The sound /l/ spelt with '-el' at the end of words</p> <p>The sound /l/ spelt with '-il' and '-al' at the end of words</p> <p>The sound /igh/ spelt with '-y' at the end of words</p> <p>Adding -ies to nouns and verbs ending in -y</p> <p>Common Exception Words</p>
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				<ul style="list-style-type: none"> use sentences in different forms; expand noun phrases to describe and specify. <p>Handwriting: See above</p>			
Spring 1	<p>Claude in the City – Alex T.Smith (<i>Humorous illustrated novel – Link with landscapes and cityscapes in art!</i>)</p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Comprehension:</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 they can read independently; Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves; Discussing the sequence of events in books and how items of information are related; Discussing their favourite words and phrases; Answering and asking questions; Predicting what might happen on the 	<p>Writing Outcomes: Character descriptions City poems Story mapping Postcards Guide book/leaflet for museum Newspaper report Doctor’s report Own Claude story in an alternative setting</p> <p>Composition:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about; Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence; Writing for different purposes; Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the 	<p>Verbs</p> <p>Recognising and using adverbs</p> <p>Recognising and using exclamations</p> <p>Recognising and using statements</p>	<p>Continue consolidating the above.</p> <p>Apostrophes – contractions and possession</p>	<p>Adding –ed, -er and –est to a word ending in –y with a consonant before it</p> <p>Adding –ing to a word ending in –y with a consonant before it</p> <p>Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it</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>The sound /or/ spelt ‘a’ before l or ll</p> <p>Common Exception Words</p>

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			<p>basis of what has been read so far;</p> <ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done. 	<p>teacher and other pupils;</p> <ul style="list-style-type: none"> • Re-reading 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-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. <p>Handwriting: See above</p>			
Spring 2	Robot and the Bluebird <i>(Fiction)</i>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • listen to, discuss and express views about books at a level beyond that which they can read independently • discuss the significance of the title and events • link what they hear or read to own experiences • explain understanding of what is read 	<p>Writing Outcomes:</p> <p>Captions and annotations Debate writing Speech and thought bubbles Writing in Role Text annotations Non-chronological report Instruction writing Letter Free verse poetry Storymaps Retelling from alternative perspectives</p>	<p>Recap the 4 sentences types</p> <p>Simple past and present tense</p> <p>Past progressive tense</p> <p>Present progressive tense</p>	Continue to consolidate the above	<p>The sound /u/ spelt with 'o'</p> <p>The sound /ee/ spelt with '-ey'</p> <p>The /o/ sound spelt with 'a' after w and qu</p> <p>The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w</p>

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		<p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related • discuss favourite words and phrases • answer and ask question • predict what might happen on the basis of what has been read • draw inferences on the basis of what is being said and done • participate in discussion about what is read, taking turns and listening to others • express views about reading 	<p>Composition:</p> <ul style="list-style-type: none"> • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally sequence sentences to form short narratives • write for different purposes including about fictional personal experiences, poetry, non-fiction and real events • reread and evaluate writing to check it makes sense and make simple revisions • read writing aloud with appropriate intonation to make the meaning clear • use new and familiar punctuation correctly • use sentences in different forms • expand noun phrases to describe and specify 			<p>The sound /zh/ spelt 's'</p> <p>Common Exception Words</p>
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				<ul style="list-style-type: none"> • use past and present tense correctly and consistently • use simple conjunctions to link subordinate and co-ordinating clauses <p>Handwriting:</p> <p>See above</p>			
Summer 1	Zeraffa Giraffa by Dianne Hofmeyer (<i>Historical Traditional Tale</i>)	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • 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; • Answer and ask questions; • Predicting what might happen on the basis of what has been read so far; • Making inferences on the basis of what is being said and done. • Participate in discussion about 	<p>Writing outcomes:</p> <p>Oral stories Letter writing Character description Poetry Lyrics Labels and explanations, Writing in role Persuasive advert Debate paragraph Retelling from a different perspective</p> <p>Composition:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing; • Writing narratives about personal experiences and those of others (real and fictional); • Writing for different purposes; • Consider what they are going to write before beginning by planning or saying 	<p><i>Consolidate learning of:</i></p> <ul style="list-style-type: none"> • <i>Nouns and verbs</i> • <i>Conjunctions</i> • <i>Singular or plural</i> • <i>Adverbs</i> • <i>Sentence types</i> • <i>Past and present tense</i> 	<p><i>Consolidate learning of:</i></p> <ul style="list-style-type: none"> • <i>All punctuation learnt</i> • <i>Capital letters</i> • <i>Upper and lower case</i> • <i>Punctuating sentences</i> • <i>Apostrophes</i> 	<p>The suffixes –ment, -ness and -ful</p> <p>The suffixes –less and –ly</p> <p>Words ending in -tion</p> <p>Contractions</p> <p>The possessive apostrophe</p> <p>Common Exception Words</p>

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			<p>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;</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<p>out loud what they are going to write about and writing down ideas or key words including new vocabulary;</p> <ul style="list-style-type: none"> • Evaluate their writing with the teacher and other pupils; • Make simple additions, revisions and corrections to their own writing; • Read aloud what they have written with appropriate intonation to make the meaning clear. <p>Handwriting:</p> <p>See above</p>			
Summer 2	<p>A visit to the Seaside – Louise Spilsbury (non-fiction – link to seaside topic)</p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, presentations, performances, role play,</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about non-fiction texts and how they are laid out etc. • Discuss the vocabulary and subject specific word choices • Answer and ask questions; • Explaining the authors choices • Participate in discussion about books, Explain and discuss their understanding of books, poems and 	<p>Writing outcomes:</p> <p>Postcards Instruction writing Non-Chronological reports Narrative writing Comparisons Annotating and illustration Poetry Writing traditional tales</p> <p>Composition:</p> <ul style="list-style-type: none"> • Consolidating learning this year. • Develop positive attitudes towards and stamina for writing; • Writing about personal 	<p><i>Consolidate learning of:</i></p> <ul style="list-style-type: none"> • <i>Nouns and verbs</i> • <i>Conjunctions</i> • <i>Singular or plural</i> • <i>Adverbs</i> • <i>Sentence types</i> • <i>Past and present tense</i> 	<p><i>Consolidate learning of:</i></p> <ul style="list-style-type: none"> • <i>All punctuation learnt</i> • <i>Capital lettes</i> • <i>Upper and lower case</i> • <i>Punctuating sentences</i> • <i>Apostrophes</i> 	<p>Homophones and near homophones</p> <p><i>Conjunctions</i></p> <p><i>Months of the year/time</i></p> <p><i>Question words</i></p>

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		<p>improvisations and debates;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>other material, both those that they listen to and those that they read for themselves</p>	<p>experiences and those of others (real and fictional);</p> <ul style="list-style-type: none"> • Writing for different purposes; • Consider what they are going to write before beginning by planning or saying out loud what they are going to write about and writing down ideas or key words including new vocabulary; • Use subject specific vocabulary in their writing • Evaluate their writing with the teacher and other pupils; • Make simple additions, revisions and corrections to their own writing; • Read aloud what they have written with appropriate intonation to make the meaning clear. <p>Handwriting:</p> <p>See above</p>			
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