

Year 2 English Curriculum Map (2021-22)

	Autumn 1 7 weeks and 2 days	Autumn 2 7 weeks INSET day	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks (inc 1 week test week) INSET day	Summer 2 7 weeks Jungle Book - 1 week (M and M Productions)
Theme	Bedtime Stories	Traditional Tales	Paddington	Roald Dahl	Wind in the Willows	The Owl and the Pussycat
Author/Poet	Various	Rachael Mortimer	Michael Bond	Roald Dahl	Kenneth Grahame	Edward Lear
Focus text/ collection of stories/ poem for learning	Goodnight Harry Goodnight Tiptoe Nighty Night Can't you sleep Little Bear? Kiss Goodnight Sam	Jack and the Beanstalk Jack and the Baked Beanstalk Jack and the Jelly Beanstalk	Various Paddington Stories Chapter 1 of Paddington novel The Day the Crayons Quit	Fantastic Mr Fox	Wind in the Willows	The Owl and the Pussycat
Other Stories	The Biggest Story and other Bible Stories	There is no Big Bad Wolf in this Story Other Traditional Tales	Rabbit and Bear Stories	The BFG	Mouse and Mole Stories	Nurse Matilda
Unit + skills	<p>Stories with a Familiar Setting Bedtime Stories 4 Weeks</p> <p>Writing Skills Identify, understand and select nouns Use subordination for time using the word 'when'</p> <p>Reading Skills Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. Recognise the use of repetitive language within a simple story. Make personal reading choices and provide recommendations to others. Identify unfamiliar words within the context of a text and discuss meanings as a group.</p>	<p>Traditional Tales with a Twist Jack and the Beanstalk 4 weeks</p> <p>Writing Skills Say, write and punctuate simple and compound sentences using and/but Identify, understand and select verbs Use past tense for narrative</p> <p>Reading Skills Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group. Orally retell simple traditional tales as part of a group.</p>	<p>Stories by the Same Author Paddington Bear 4 weeks</p> <p>Writing Skills Use subordination for time using before/after Use apostrophes for contracted forms Explore the progressive form of verbs in the present tense</p> <p>Reading Skills Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. Discuss and sequence the main events in stories. Using their own story map, orally retell stories, fairy tales and traditional tales.</p>	<p>Story as a Theme (Novel) Fantastic Mr Fox 4 weeks</p> <p>Writing Skills Use apostrophes for singular possession Identify, generate and effectively use noun phrases Add suffixes -ful and -less to create adjectives Use subordinating conjunction 'that'</p> <p>Reading Skills Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. Discuss and sequence the main events in stories. Using their own story map, orally retell stories, fairy tales and traditional tales.</p>	<p>Animal Adventure Stories Wind in the Willows 3/4 weeks</p> <p>Writing Skills Use subordination for time - when/while/as/ before/after Use subordination for reason - because/if/unless Select, generate and effectively use adverbs Explore the progressive form of verbs in the past tense</p> <p>Reading Skills Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Discuss the main events in stories and sequence using language such</p>	<p>Persuasion Book Blurb 2 weeks</p> <p>Writing Skills Use sentences with different forms - command, exclamation Secure the use of exclamation marks Use commas to separate items in a list Use present tense accurately Select, generate and effectively use adjectives Use suffixes -er and -est to create adjectives</p> <p>Reading Skills Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>

	<p>Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. Make predictions based on what has been read so far and give reasons.</p>	<p>Recognise the use of repetitive language within a text or poem (<i>e.g. run, run as fast as you can</i>) and across texts (<i>e.g. long, long ago in a land far away...</i>). Develop and demonstrate their understanding of characters through role play and drama, <i>e.g. hot seating, magic mirror, magic microphone</i>. Make predictions based on what has been read so far and give reasons.</p>	<p>Begin to develop and talk about personal reading preferences for particular authors or types of books. Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure. Identify and discuss words within the context of a text, linking new meanings to known vocabulary, <i>e.g. a toad is similar to a frog</i>. Make predictions based on what has been read so far and give reasons.</p>	<p>Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure. Take note of punctuation when reading aloud, <i>e.g. pausing at commas which separate items in a list</i>.</p>	<p>as First of all..., Moments later..., After a while..., Finally.... Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences. Make predictions based on what has been read so far and give reasons.</p>
<p>Unit + skills</p>	<p>Poems on a theme Autumn 1 week</p> <p>Writing Skills Select, generate and effectively use adjectives</p> <p>Reading Skills Learn and recite a poem. Choose favourite words and phrases from a text. Take note of punctuation when reading <i>e.g. pausing at full stops, question marks and exclamation marks</i>.</p>	<p>Instructions Christmas Decorations 2 weeks</p> <p>Writing Skills Select, generate and effectively use verbs. Identify, understand and select adverbs. Use commas to separate items in a list</p> <p>Reading Skills Pose and orally rehearse questions prior to reading non-fiction texts.</p>	<p>Recounts: Letters Paddington to Aunt Lucy 1/2 weeks</p> <p>Writing Skills Use apostrophes for contracted forms. Use past tense accurately for recounts. Select, generate and effectively use nouns. Add suffixes -ness and -er to create nouns</p> <p>Reading Skills Identify and discuss favourite words and phrases from a text. Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions.</p>	<p>Explanation: Simple Flowchart/Cyclical Diagram Life Cycles 2 weeks</p> <p>Writing Skills Use the suffix -ly to turn adjectives into adverbs. Say, write and punctuate simple and compound sentences using and/but/or/so. Use subordination for reason using because/if</p> <p>Reading Skills Identify and discuss words within the context of a text, linking new meanings to known vocabulary, <i>e.g. a toad is similar to a frog</i>. Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally</p>	<p>Narrative Poetry The Owl and the Pussycat 3 weeks</p> <p>Writing Skills Use sentences with different forms - statement, question, command, exclamation. Select, generate and effectively use verbs</p> <p>Reading Skills Learn and recite a range of poems using appropriate intonation. Identify, discuss and collect favourite words and phrases, <i>e.g. make lists of words according to word class (nouns, verbs, adjectives and adverbs)</i>. Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words <i>e.g. terror, terrorised</i>.</p>

				and in writing, who, what, where, when, why, how questions. Locate information from a nonfiction text using the contents page, index, labelled diagrams and charts.	
Unit + skills	<p>Non-Chronological Reports Longridge 3 weeks</p> <p>Writing Skills Use sentences with different forms - statement, question Secure the use of full stops, capital letters and question marks Use subordination for reason with 'because/so' Use present tense</p> <p>Reading Skills Pose and orally rehearse questions prior to reading non-fiction texts. Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. Identify how specific information is organised within a non-fiction text <i>e.g. sub-headings, contents, bullet points, glossary, diagrams.</i></p>		<p>Poems with a Structure Riddles 1 week</p> <p>Writing Skills Say, write and punctuate simple and compound sentences using the connectives so/or Use subordination for time using when/before/after</p> <p>Reading Skills Take note of punctuation when reading aloud, <i>e.g. pausing at commas which separate items in a list.</i></p>		<p>Poem to learn off by heart The Owl and the Pussycat 2 weeks</p> <p>Reading Skills Identify, discuss and collect favourite words and phrases, <i>e.g. make lists of words according to word class (nouns, verbs, adjectives and adverbs).</i> Identify and discuss words within the context of a text, using morphology to work out the meaning of Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. unfamiliar words <i>e.g. terror, terrorised.</i> Take note of punctuation by using tone and intonation when reading aloud, <i>e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.</i></p>

Writing opportunities	<u>Scaffolded outcomes</u> Their own bedtime story An Autumn Poem using the Senses Report on Longridge <u>Independent</u> Bedtime Story based on a family of bunnies A Winter Poem	<u>Scaffolded outcomes</u> Jack and the Beanstalk twisted tale Instruction for a Christmas Decoration <u>Independent</u> Alternative end for The Three Little Pigs	<u>Scaffolded outcomes</u> Their own Paddington Story A letter to Aunt Lucy An Animal Riddle <u>Independent</u> Aunt Lucy letter based on alternative story New Animal Riddle	<u>Scaffolded outcomes</u> New chapter for Fantastic Mr Fox Butterfly Life Cycle <u>Independent</u> Frog Life Cycle	<u>Scaffolded outcomes</u> Their own Animal Adventure Story <u>Independent</u> Alternative adventure story	<u>Scaffolded outcomes</u> Book Blurb for Wind in the Willows <u>Independent</u> Paddington Blurb
Ongoing Reading Skills	<p>Re-read books to build up fluency and confidence in word reading. Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts (see Year 2 list). Participate in discussion about what is read to them, taking turns and listening to what others say Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others.</p>					
	<p>Read words containing common suffixes e.g. <i>-ing, -ed, -er, -est, -y</i>. Recognise when a text does not make sense while reading and, with prompting, can correct. Discuss their understanding of a text and give opinions e.g. <i>I wouldn't like to live next door to those noisy pirates!</i> Draw inferences about characters from the text e.g. <i>what is the character thinking, saying and feeling?</i></p>	<p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>ea in treated and heading; c in carrot and recently</i>. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. Recognise when a text does not make sense while reading and, with prompting, can correct. Explain and discuss their understanding of a text, giving opinions e.g. <i>I think Dougal should stay in Atlantis because he will not have to do his boring job anymore</i>. Draw inferences about characters and events from the text e.g. <i>why do you think that happened; how do you think the problem will be resolved?</i></p>	<p>Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme e.g. <i>ou in shoulder, roundabout, grouping</i>. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. Read longer and less familiar texts independently. Check that texts make sense while reading and self-correct. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> Draw inferences about characters and events referring to specific evidence from the text e.g. <i>what do you think the character is feeling when...? What makes you think this?</i></p>			
Enrichments	Bedtime Stories/Teddies in Autumn artefacts Post Office Visit	Pantomime Visit Christmas Biscuits / Decorations to take home Nativity Play	Paddington Props	Grow Sunflowers Keep tadpoles??? World Book Day Book People Bus	SATs Mini project (PGL)	School Trip Theatre Visit Poetry Performance

Annual terminology - noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma