

Year 2 English Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A range of non-fiction texts about The Great Fire of London, Fire Service and fire engines. The Great Fire of London by Emma Adams. Samuel Pepys diary and letters.	The Gruffalo by Julia Donaldson (reference for noun phrases) The Bog Baby by Jeanne Wills A range of instructional pieces The Snowman by Raymond Briggs	The Hodegheg by Dick King Smith Non-fiction texts for animals and wildlife	Tell Me a Dragon by Jackie Morris The Jolly Postman by Allan Ahlberg A range of non-fiction texts about King Charles III and The Royal Family	A range of traditional fairytales Goldilocks and the Three Crocodiles by Michael Rosen A range of information texts and leaflets from Knebworth House School Trip	Rumble in the Jungle by Giles Andreae
<i>Recount writing of a real event</i>	<i>A character description</i> <i>Instructions</i>	<i>Non-Chronological Report</i>	<i>Descriptive writing</i> <i>Letter writing</i>	<i>Narrative</i> <i>Recount</i>	<i>Diary entry</i> <i>Poetry</i>
Understand the following terminology: adjective, noun, adverb, verb; tense (past, present) diary and sense. Use present and past tense mostly correctly and consistently.	Understand the following terminology: conjunction, noun phrase; question, exclamation and comma. Use commas to separate items in a list. Use adverbs for instruction writing.	Understand the following terminology: statement, question, exclamation, and apostrophes. Understand how the grammatical patterns in a sentence indicate its function as a statement, question or exclamation	Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.	Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. Form nouns using suffixes such as -ness, -	Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.

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Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and specification. Use suffixes -er, -est in adjectives	Use question marks appropriately. Use question marks correctly when required. Understand how the grammatical patterns in a sentence indicate its function as a command. Use expanded noun phrases for description and specification. Use present and past tense mostly correctly and consistently. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Add suffixes to spell some longer words correctly, including -ly Use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Spell words with contracted forms Use present and past tense mostly correctly and consistently Use expanded noun phrases for description and specification. .	Use expanded noun phrases for description and specification. Use present and past tense mostly correctly and consistently. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Spell words with contracted forms. Add suffixes to spell some longer words correctly, including -ment, -ly	Form adjectives using suffixes such as -ful, -less Use expanded noun phrases for description and specification. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Spell words with contracted forms. Spell by distinguishing between homophones and near-homophones Spell many common exception words Explain and discuss his/her understanding of books and other material,	Use expanded noun phrases for description and specification. Use present and past tense mostly correctly and consistently. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Spell words with contracted forms. Spell by distinguishing between homophones and near-homophones. Write poetry to develop positive attitudes and stamina for writing.
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	Form nouns by compounding e.g. whiteboard, superman			both those that he/she listens to and those that he/she reads for himself/herself. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. Use present and past tense mostly correctly and consistently.	Explain and discuss his/her understanding of poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.
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Throughout the academic year, in each term children in Year 2 are taught to:

Spelling and Writing

- Spell common exception words and segmenting spoken words into phonemes and representing through graphemes.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Form lower-case letters of the correct size relative to one another.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- Use capital letters and full stops to demarcate most sentences writing.
- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).
- Write about real events, recording these simply and clearly.
- Write poetry to develop positive attitudes and stamina for writing.
- Write for different purposes to develop positive attitudes and stamina for writing.
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar.
- Consider what he/she is going to write before beginning by planning and writing down ideas and/or key words, including new vocabulary and encapsulating what he/she wants to say, sentence by sentence.

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- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Read aloud what he/she has written with appropriate intonation to make the meaning clear.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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 he/she can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing his/her favourite words and phrases.
- By 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 they can already read accurately and fluently and those they listen to by:

- Answering and asking questions and making links.
- By making plausible predictions about 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 him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.
- Explain what has happened so far in what he/she has read.

At Roecroft, we believe it is very important, that the content taught in earlier years is revisited in subsequent years to consolidate children's knowledge and build on pupils' understanding. Therefore, throughout the academic year spelling patterns, handwriting, vocabulary and grammar from year 1 will be interwoven into the year 2 curriculum.

For further details of when knowledge and skills are first introduced, please refer to our Roecroft Skills Progression Maps.