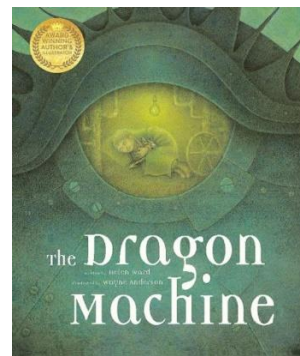
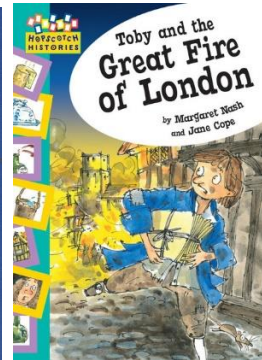
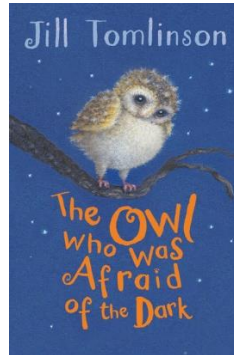
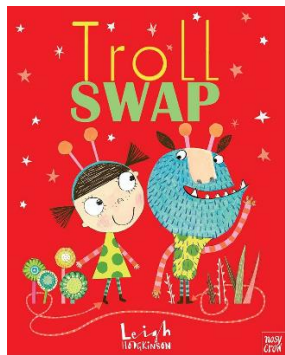


# English Curriculum – Year 2



## Reading - Core texts



Troll Swap – Leigh Hodgkinson

The Owl who was afraid of the dark – Jill Tomlinson

Toby and the Great Fire of London – Margaret Nash and Jane Cope

The Dragon Machine – Helen Ward

The Last Wolf – Mini Grey

Grandad's Secret Giant – David Litchfield

## Additional Texts



### Films (used to inspire writing)

Caterpillar's shoes

Bubbles

How to Train Your Dragon (Extract)

### Poems to Learn and Perform

Cats Sleep Anywhere – Eleanor Farjean

Please do not feed the animals – Robert Hull

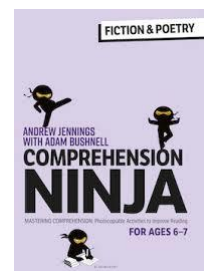
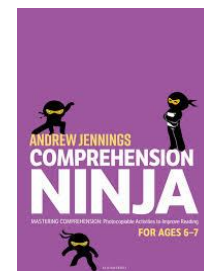
Footprints in the sand – B. Williams

From Christmas onwards, reading is taught using the core texts alongside resources from Comprehension Ninja and Literacy Shed Plus.

Activities include: Labelling, Fill in the Gap, True or False, Sequencing, Matching, Multiple Choice, Find and Copy, Underline or Highlight.

Approximate Length of texts 200 – 250 words.

Additional cross curricular texts are taken from Oddizzi (Geography).



## Reading Comprehension – Content Domain Coverage – Year 2

Vocabulary	Retrieval	Sequencing and Summarising	Inference	Prediction	Explain how information is related / Make comparisons	Authorial Intent
To discuss and clarify the meanings of words, linking new meanings to known vocabulary.	To answer simple questions by reading a text to find relevant information.	To retell a wide range of stories, fairy stories and traditional tales using story language.	To make inferences about a character's feelings based on what they say and do.	To predict what might happen based on characters, plot and language.	To discuss their favourite parts of a text.	To discuss their favourite words and phrases (and their reasoning)
	To ask and answer questions about a text both verbally and in writing.	To order events from a text.	To make inferences from words and pictures, including more subtle references (with support)	To make logical predictions based on their own knowledge and experiences (including those encountered in other texts)	To make links between the text they are reading and other texts they have read (including those beyond the level at which they can read independently)	To begin to identify the words in a text that make specific contributions to meaning.
To draw on what they already know or on background information and vocabulary provided by the teacher.	To remember significant events, main characters and key information from a text.	To discuss the sequence of events in books and how items of information are related.	To modify answers to their questions as a story develops.		To recognise common features of stories and non-fiction texts.	
	To recognise that different types of non-fiction books are often structured in different ways.	To recognise simple recurring literary language in stories and poetry.				

Year 2 - Writing				
Term				Grammar and Punctuation
Autumn 1	Write a character description based on the book Troll Swap. <b>Character description</b>	Write a letter in role as Plop <b>Letter</b>	Write a recount following our trip to Staircase House. <b>Recount</b>	<b>Capital letters, full stops and the word 'and'</b> <b>Adjectives, nouns and verbs</b> <b>Commas in a list</b> <b>Expanded noun phrases</b> <b>Simple past tense verbs</b>
Autumn 2	Write a diary from the perspective of Toby from Toby and the Great Fire of London. <b>Diary Entry</b>	Write a set of instructions about how to make a reindeer cone. <b>Instructions</b>	Write an acrostic winter poem <b>Poetry</b>	<b>Conjunctions: and, or, but</b> <b>Time adverbials</b> <b>Expanded noun phrases</b> <b>Questions and Commands</b> <b>Imperative verbs</b>
Spring 1	Write a recount following our trip to Brockholes. <b>Recount</b>	Write a non-chronological report about Florence Nightingale. <b>Non-chronological report</b>	Write a riddle about an animal <b>Poetry</b>	<b>Subordinating conjunctions: when, if, because, that</b> <b>Commas</b> <b>Past and present tense</b>
Spring 2	Write a character description based on the book 'The Dragon Machine' <b>Character description</b>	Write a setting description based on the book 'The Dragon Machine' <b>Setting description</b>	Write a postcard home from safari. <b>Postcard</b>	<b>Contractions</b> <b>Command / Statement / Questions</b> <b>Suffixes -ed</b> <b>Past and present tense</b> <b>Subordinating conjunctions</b>
Summer 1	Write a persuasive letter to our Head Teacher <b>Persuasive letter writing</b>	Write a biography about Sir Tim Berners-Lee <b>Biography</b>	Write a narrative based on the film 'Bubbles' <b>Narrative</b>	<b>Comparatives and superlatives (-er, -est)</b> <b>Suffixes -ness and -ful</b>
Summer 2	Write a newspaper report based on the book 'Grandad's Secret Giant' <b>Newspaper Report</b>	Retell the story of Caterpillar Shoes <b>Narrative</b>		<b>Consolidation</b>

## Spelling - Spelling Shed - Stage 2



During the Autumn term, children continue to follow the RWI phonics scheme of work. Their spellings are determined by the level which they are working on in phonics and the words which they are given each week will depend on their learning needs and will correspond to their reading book.

After Christmas, children in Year 2 follow the Spelling Shed scheme of work for their weekly spellings. They are taught a rule, exposed to the definitions of the words and the etymology, practise at both home and school and are then tested the following week.

Some children may have a smaller set of spellings or separate spellings to learn each week depending upon their learning needs.