

Blessed Sacrament Mastery Curriculum for English- Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose for Writing	Writing to entertain/ Writing to inform	Writing to entertain/ Writing to inform	Writing to inform	Writing to entertain/ Writing to inform	Writing to entertain/ Writing to inform	Writing to entertain/ Writing to inform
Main Text	The Storm Whale	Claude at the Seaside	Vlad and the Great Fire of London	The Big Book of the UK	The Dragon Machine	Float
Other Texts/multi media	The Lighthouse Keepers Lunch The Storm Whale in Winter	Tom and Lucy at the Beach Katie Morag	The Baker's Boy and the Great Fire of London		The Egg	Rhythm of the Rain
Genre	Recount Setting description Letter/postcard	Newspaper Report Setting description Story ending Poetry	Fact File Letter Recount (historical 1st person) Setting Diary	Non chronological report letter postcard	Fantasy story (3 rd person) Poetry	Instructions Story writing (3 rd person)
Word	<ul style="list-style-type: none"> Segmenting spoken words into phonemes. Learning to spell more words with contracted forms. Common homophones. New ways of spelling phonemes. (set 3 sounds) Formation of nouns using compounding (for example, whiteboard, superman) 	<ul style="list-style-type: none"> Add suffixes to spell longer words (ly, ness, ment) Formation of nouns using suffixes such as -ness, -er. Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to 	<ul style="list-style-type: none"> Past and present tenses including the progressive form. 	<ul style="list-style-type: none"> Revise and apply all content taught so far. 	<ul style="list-style-type: none"> Learning the possessive apostrophe (singular) <p>For example, the girl's book</p>	<ul style="list-style-type: none"> Revise, consolidate and apply Y2 content

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		turn adjectives into adverbs,				
Sentence	<p>Revise</p> <ul style="list-style-type: none"> Joining words and joining sentences using simple connectives sometimes (and) <p>New</p> <ul style="list-style-type: none"> Co-ordination using or, and, but Recognising the terms noun, verb, adjective and adverb. 	<ul style="list-style-type: none"> Expanded noun phrases to describe and specify. Use pronouns to replace nouns. Subordination (when, if, that, because) Sentences with different forms; statement, question, exclamation, command 	<ul style="list-style-type: none"> Use adverbials of time. Subject-verb agreement. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y2 content. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y2 content. 	<ul style="list-style-type: none"> Revise, consolidate and apply Y2 content.
Text	<p>Revise</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives. Re-read what they have written to check that it makes sense. Write about real events. 	<ul style="list-style-type: none"> Writing for different purposes. Encapsulate what they want to say, sentence by sentence. Read aloud what they have written with appropriate intonation to make the meaning clear. Write poetry 	<ul style="list-style-type: none"> Writing for different purposes. Writing about real events. (1st person) Correct choice and use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in 	<ul style="list-style-type: none"> Writing for different purposes. (3rd person) Writing about real events. (past tense, 3rd person) Writing about personal experiences and those of others. 	<ul style="list-style-type: none"> Develop positive attitudes and stamina for writing. Make simple additions, revisions and corrections to their own writing. 	<ul style="list-style-type: none"> Revise, consolidate and apply Y2 content.

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			<p>progress (for example, she is drumming, he was shouting).</p>	<ul style="list-style-type: none"> • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 		
Punctuation	<p>Revise</p> <ul style="list-style-type: none"> • Capital letters and full stops to punctuate sentences. • Capital letters for proper nouns (days of the week, people, places) • Capital letter for personal pronoun 'I' • Punctuate sentences using question and exclamation marks. • Apostrophes to mark where letters are missing in spelling. 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<ul style="list-style-type: none"> • Commas to separate items in a list. 	<ul style="list-style-type: none"> • Revise and apply all content taught so far. 	<ul style="list-style-type: none"> • Apostrophe for the possessive (singular) 	<ul style="list-style-type: none"> • Revise, consolidate and apply Y2 content

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Terminology	<ul style="list-style-type: none"> • Noun • Adjective • Verb • Adjective • Conjunction • Apostrophe • Capital letter • Full stop • Question mark • Exclamation mark • Compound 	<ul style="list-style-type: none"> • Noun phrase • Statement • Question • Command • Exclamation • Suffix • Pronoun 	<ul style="list-style-type: none"> • Tense (past, present) • Comma 	Revision		Revision, consolidation and application.
Handwriting	<p>Revise</p> <ul style="list-style-type: none"> • Form letters correctly and confidently. • Understand which letters belong to which handwriting ‘families’ (i.e letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • 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. • Form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Write with a joined style, correctly forming letters with the correct orientation. 	<ul style="list-style-type: none"> • Revise, consolidate and apply Y2 content.

Continuous Objectives

Year 2	<ul style="list-style-type: none"> • Plan and say aloud what they are going to write. • Write down ideas, key words and new vocabulary. • Evaluate writing with teacher and other pupils. • Read work to check it makes sense. • Proof-read for spelling, grammar and punctuation errors.
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- Write simple sentences dictated by the teacher including spellings and punctuation taught.
- Read whole books, to increase their vocabulary and grammatical knowledge, including Standard English.
- Understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.
- Use drama and role play to provide opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.