



## Year 2 English Map

**Text-types covered in Year 2 English lessons:** traditional tales, adventure stories (narrative), recount, poetry – free verse and structured - , letters and correspondence, biographies, chronological reports, persuasion, instructional writing, contemporary and classic narratives

### Objectives which must be promoted/taught throughout the year:

#### Spoken Language (Years 1-6)

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

#### Reading - Decoding

- **2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent**
- **2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (see Appendix 1 pgs 45–47).**
- **2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above**
- **2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered**
- **2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation**
- **2.1.a.8 Re-read these books to build up their fluency and confidence in word reading**

#### Reading - Comprehension

- **2.2.a.1 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 they can read independently**
- **2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales**
- **2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading**
- **2.2.j.1 Participate in discussion about 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**
- **2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**

#### Writing - Transcription

- **2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly**

#### Writing - Composition

- **2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes**

	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 1	<p>Refer to page 1 – Objectives which should be taught throughout the year.</p>	<p>2.2.b.2 Recognising simple recurring literary language in stories and poetry</p> <p>2.2.c.1 Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>2.2.f.1 Making inferences on the basis of what is being said and done</b></p> <p>2.2.h.1 Discussing their favourite words and phrases</p>	<p><b>2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader (see Appendix 1 pg 45). Pupil can distinguish between and usually correctly spell common homophones, e.g. some/sum, blew/blue, knight/night.</b></p> <p>2.1.d.1 Form lower-case letters of the correct size relative to one another</p> <p>2.1.d.4 Use spacing between words that reflects the size of the letters</p>	<p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <p><b>2.2.b.2 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence</b></p>	<p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly</p> <p>2.3.b.4 Learn how to use: some features of written Standard English</p> <p><b>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</b></p>
Autumn 2	<p>2.1.a.4 Read words containing common suffixes</p> <p><b>2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</b></p>	<p>2.2.b.2 Recognising simple recurring literary language in stories and poetry</p> <p>2.2.d.1 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p><b>2.2.f.1 Making inferences on the basis of what is being said and done</b></p> <p>2.2.i.1 Being introduced to non-fiction books that are structured in different ways</p>	<p>2.1.a.3 Spell by: learning to spell common exception words e.g. door, because, sugar, people (see Appendix 1 pg 48 and refer to RWI scheme).</p> <p>2.1.a.4 Spell by: distinguishing between homophones and near-homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear (see Appendix 1 pg 48).</p> <p><b>2.1.d.3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</b></p>	<p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events</p> <p><b>2.2.b.2 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence</b></p> <p>2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p>	<p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly</p> <p><b>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b></p> <p>2.3.b.4 Learn how to use: some features of written Standard English</p>

	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1	<p>2.1.a.4 Read words containing common suffixes</p> <p><b>Refer to page 1 – Objectives which should be taught throughout the year.</b></p>	<p>2.2.d.1 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>2.2.c.1 Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>2.2.h.1 Discussing their favourite words and phrases</p> <p>2.2.i.1 Being introduced to non-fiction books that are structured in different ways</p>	<p>2.1.b.1 Spell by: learning the possessive apostrophe (singular): e.g. the girl's book e.g. Megan's, Ravi's, the girl's, the child's, the man's (see Appendix 1, pg 47).</p> <p>2.1.b.2 Spell by: learning to spell more words with contracted forms e.g. can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is. I'll – I will (see Appendix 1 pg 47).</p>	<p>2.2.a.3 Develop positive attitudes towards and stamina for writing by: writing poetry</p> <p>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p> <p><b>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</b></p>	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command</p> <p><b>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form</b></p> <p><b>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</b></p>
Spring 2	<p><b>Refer to page 1 – Objectives which should be taught throughout the year.</b></p>	<p>2.2.e.1 Discussing the sequence of events in books and how items of information are related</p> <p><b>2.2.f.1 Making inferences on the basis of what is being said and done</b></p> <p>2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions</p> <p><b>2.2.g.1 Predicting what might happen on the basis of what has been read so far</b></p>	<p><b>2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly &lt;KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs&gt; e.g. suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily (see Appendix 1, pg 47).</b></p> <p>2.1.d.2 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>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p> <p>2.2.c.1 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p> <p><b>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</b></p>	<p><b>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b></p> <p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command</p> <p><b>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</b></p>

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Summer 1	<p><b>Refer to page 1 – Objectives which should be taught throughout the year.</b></p>	<p>2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions</p> <p><b>2.2.g.1 Predicting what might happen on the basis of what has been read so far</b></p>	<p>2.1.c.1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>2.2.a.3 Develop positive attitudes towards and stamina for writing by: writing poetry</p> <p>2.2.c.1 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p> <p>2.2.c.2 Make simple additions, revisions and corrections to their own writing by: 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</p> <p>2.2.d.1 Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><b>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form</b></p> <p><b>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</b></p>
Summer 2	<p><b>Refer to page 1 – Objectives which should be taught throughout the year.</b></p>	<p>2.2.e.1 Discussing the sequence of events in books and how items of information are related</p> <p>2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>2.1.c.1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events</p> <p>2.2.c.2 Make simple additions, revisions and corrections to their own writing by: 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</p>	<p><b>2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</b></p>