

Year 2 English Map Autumn 1 2024-2025

Objectives typed in blue are the key performance indicators (KPIs).

Objectives which must be promoted/taught throughout the year:
Spoken Language (Years 1-6)
Pupils should be taught to: <ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ 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). ▪ Read accurately words of two or more syllables that contain the same graphemes as above ▪ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ Re-read these books to build up their fluency and confidence in word reading
Reading - Comprehension
<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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 ▪ 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 ▪ 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
<ul style="list-style-type: none"> ▪ Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
Writing - Composition
<ul style="list-style-type: none"> ▪ Develop positive attitudes towards and stamina for writing by: writing for different purposes

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Autumn 1: Wonders of the World Diverse Us!							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 1 – 8 weeks	Narrative x 6 weeks Poetry x 1 week	Texts linked to Black History Month and multiculturalism <ul style="list-style-type: none"> <i>The Proudest Blue</i> <i>Clean Up</i> <i>Amazing Grace</i> Poems by Joseph Coelho – Children’s Laureate 2022	<ul style="list-style-type: none"> Refer to page 1 – Objectives which should be taught throughout the year. 	<ul style="list-style-type: none"> Recognising simple recurring literary language in stories and poetry Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Making inferences on the basis of what is being said and done Discussing their favourite words and phrases develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> 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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> 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. Form lower-case letters of the correct size relative to one another Use spacing between words that reflects the size of the letters Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Writing poetry read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly Learn how to use: some features of written Standard English Learn how to use: the grammar for year 2 in English Appendix 2. 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).

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Autumn 2: To whom it may concern... Letters and Correspondence							
	Text Types	Suggested Texts	Word reading /Decoding	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 2 – 7 weeks	Informal letters Formal letters Notes Postcards	<i>Clean Up!</i> <i>Here We Are: Notes for Living on Planet Earth</i> <i>Greta and the Giants</i> <i>The Jolly Christmas Postman</i>	<ul style="list-style-type: none"> Refer to page 1 – Objectives which should be taught throughout the year. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing their favourite words and phrases Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (<i>this can be achieved in library time – modelled and practised</i>). Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 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 checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> learning to spell common exception words add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Contexts for Writing: Develop positive attitudes towards and stamina for writing by: writing about real events Planning and Drafting writing: Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Learn how to use: sentences with different forms: statement, question, exclamation, command. Learn how to use: the grammar for year 2 in English Appendix 2.

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**Spring 1:
Once Upon A Time
Fairy and Traditional Tales**

	Text Types and outcomes	Suggested Texts	Word reading /Decoding	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1 – 7 weeks	Fairy Tales and Traditional Tales BW 1: Writing a fairy/traditional tale – retelling BW 2: Retelling an alternative version of the fairy tale (for example, the Pea and the Princess)	Baba Yaga The Princess and the Pea/The Pea and the Princess	Refer to page 1 – Objectives which should be taught throughout the year.	<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Making inferences on the basis of what is being said and done • Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions • Predicting what might happen on the basis of what has been read so far • 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 • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly . Uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbsG 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). • 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 • learning to spell common exception words • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary • 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) • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Learn how to use: sentences with different forms: statement, question, exclamation, command • 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). • Learn how to use: the grammar for year 2 in English Appendix 2.

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Spring 2: Mother Nature Adventure Stories							
	Text Types and outcomes	Suggested Texts	Word reading /Decoding	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 2 - 6 weeks	Poetry connected to Mother Nature 1 week Plan, draft, edit and write their own adventure stories.	To be decided and agreed on with the individual classes.	<ul style="list-style-type: none"> Refer to page 1 – Objectives which should be taught throughout the year. 	<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related Making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions Predicting what might happen on the basis of what has been read so far 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 checking that the text makes sense to them as they read and correcting inaccurate reading 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 	<ul style="list-style-type: none"> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly . Uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs 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). 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 Spell by: learning to spell more words with contracted forms. Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Contexts for Writing: Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) Planning and Drafting writing: Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Planning and Drafting writing: Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence Planning and Drafting writing: Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary Writing poetry read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learn how to use: sentences with different forms: statement, question, exclamation, command Learn how to use: the present and past tenses correctly and consistently including the progressive form. Learn how to use: the grammar for year 2 in English Appendix 2.

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**Summer 1:
Travelling and explorers**

	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 1 - 6 weeks	<ul style="list-style-type: none"> Narrative writing Comparison of a journey 	<ul style="list-style-type: none"> Gregory Cool – Caroline Binch Flotsom – David Wiesner Space Tortoise 	<ul style="list-style-type: none"> Refer to page 1 – Objectives which should be taught throughout the year. 	<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related Making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions Predicting what might happen on the basis of what has been read so far 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 checking that the text makes sense to them as they read and correcting inaccurate reading 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 	<ul style="list-style-type: none"> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly . Uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs 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). 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"> Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary 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) Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learn how to use: sentences with different forms: statement, question, exclamation, command 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). Learn how to use: the grammar for year 2 in English Appendix 2.

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Summer 2: Follow the Rules							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 2 – 7 weeks	<ul style="list-style-type: none"> Two Big Write pieces. Writing a fact file about a famous sports personality: Michael Jordan Writing the rules for a sport or game. Creating their own game and writing the rules. 	<ul style="list-style-type: none"> Salt in His Shoes a story about Michael Jordan 	<ul style="list-style-type: none"> Read words containing common suffixes Refer to page 1 – Objectives which should be taught throughout the year. 	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Being introduced to non-fiction books that are structured in different ways 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 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 	<ul style="list-style-type: none"> 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). 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). learning the possessive apostrophe (singular) [for example, the girl's book] Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing about real events Writing for different purposes Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary 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) 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. read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Learn how to use: sentences with different forms: statement, question, exclamation, command Learn how to use: the present and past tenses correctly and consistently including the progressive form 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). Learn how to use: the grammar for year 2 in English Appendix 2.

Year group non-negotiables to be taught through every lesson	
Spoken language	Pupils should be taught to: <ul style="list-style-type: none"> 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

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