




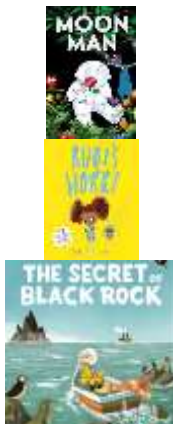



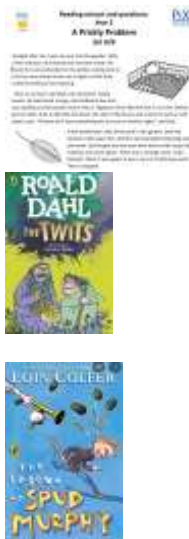






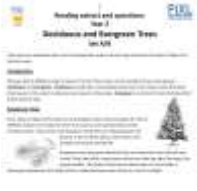
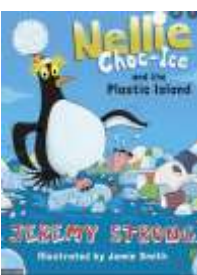



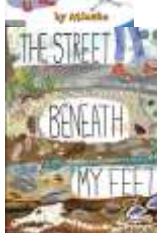




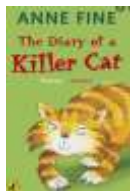

Hayes Primary School
Year 2 English Curriculum 2022-2023

Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core English texts						
Non text based			 Bubbles- literacy shed video		 Personal recount	
Genre and plot structure	Fiction – picture book Adventure fiction	Adventure fiction – picture book Nonfiction – picture book	Adventure fiction – picture book Nonfiction (based on a true story) – picture book	Fiction Fantasy fiction – picture book Fantasy fiction (fear) – picture book	Adventure fiction – picture book Fiction – picture book	Fantasy fiction – picture book Fantasy fiction – picture book
Extended writing outcomes	<u>Halibut Jackson</u> -character description -outfit description T4W focus <u>Claude in the city</u> -Recount -Non fiction text (dog leaflet)	<u>The lonely Beast</u> -Personal experience -T4W focus - 2 character descriptions <u>The emperor's Egg</u> -Penguin fact file -Diary entry -A poem -Non fiction text-penguin fact file	<u>Traction Man</u> -Character description -Writing an advert -Write an adventure story <u>Bubbles: video clip</u> -Diary entry <u>Zerrafa Giraffa</u> -Recount -Diary entry	<u>Adventures of the egg box dragon</u> -Instructions -Letter -Character description <u>Orion and the Dark</u> -Retelling the story -Personal experience	<u>Grandad's Island</u> -Writing a description -Writing a poem -Writing a letter -Writing a leaflet <u>Class assembly</u> -writing from a personal experience <u>Lila and the secret of Rain</u> -Setting description -Diary entry	<u>Moon Man</u> -Recount (half term write up) -Character description -Write a diary entry in character <u>Fantasy fiction: The Secret of Black Rock</u> -Setting description -Letter <u>Ruby's worry</u> -Writing a letter

					-Write a story	
Vocab, grammar and punctuation focus	Embedding skills: <ul style="list-style-type: none"> Statements and commands Suffixes -er -es -est Nouns and adjectives Conjunctions - and Capital letters and full stops Simple and compound sentences New learning: <ul style="list-style-type: none"> Conjunctions (other than and) Suffixes -ful, -less, -ness -ly Commas in a list Past and present tense 	Embedding skills: <ul style="list-style-type: none"> Capital letters and full stops Statements and commands Suffixes Nouns and adjectives Conjunctions - and Exclamation sentences Question marks Simple and compound sentences New learning: <ul style="list-style-type: none"> Time openers Adverbs Past and present tense Conjunctions (other than and) Suffixes -ful, -less, -ness -ly Commas in a list 	Embedding skills: <ul style="list-style-type: none"> Capital letters and full stops Statements and commands Suffixes Nouns and adjectives Simple and compound sentences Conjunctions - and Exclamation sentences Question marks New learning: <ul style="list-style-type: none"> Past and present tense Time openers Adverbs Commas in a list Conjunctions (other than and) Noun phrases 	Embedding skills: <ul style="list-style-type: none"> Capital letters and full stops Past and present tense Statements and commands Suffixes Nouns and adjectives Simple and compound sentences Conjunctions - and Exclamation sentences Question marks New learning: <ul style="list-style-type: none"> Noun phrases Apostrophes Commas in a list Time openers Adverb Conjunctions (other than and) Past and present tense 	Embedding skills: <ul style="list-style-type: none"> Capital letters and full stops Statements and commands Suffixes -er -est -es Nouns and adjectives Simple and compound sentences Conjunctions - and Exclamation sentences Question marks New learning: <ul style="list-style-type: none"> Noun phrases Apostrophes Commas in a list Time openers Adverb Conjunctions (other than and) Past and present tense 	Embedding skills: <ul style="list-style-type: none"> Capital letters and full stops Statements and commands Suffixes -er, -est -er Nouns and adjectives Simple and compound sentences Conjunctions - and Exclamation sentences Question marks New learning: <ul style="list-style-type: none"> Noun phrases Apostrophes Commas in a list Time openers Adverb Conjunctions (other than and) Past and present tense
Spelling focus	RWI	RWI	RWI	RWI	RWI	RWI
Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 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 letter 					

Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes ● consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence ● make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) ● read aloud what they have written with appropriate intonation to make the meaning clear
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Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						

		   	  	    	  	<p>Whole class reading texts</p>	<p>'RWI for all</p>	<p>For children off the RWI programme</p> <ul style="list-style-type: none"> -PiXL castle recount -PiXL notebook story 	<p>-PiXL A prickly problem</p> <ul style="list-style-type: none"> - The Twits - The Legend of Spud Murphy - The Highway Rat (Poetry) 	<ul style="list-style-type: none"> - Claude on Holiday - Revolting Rhymes (poetry) -At the seaside (what was it like in the past?)- 	<ul style="list-style-type: none"> -Beano Bananaman comic -Horrid Henry -Magic Faraway Tree -Beano Comic-Dennis and 	<ul style="list-style-type: none"> -Egypt fact file (link to history) - Whizz Pop Bang Space Travel (non-fiction - link to Moon Man) - I was there at
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		-PiXL Poem From a railway carriage -PiXL trees - Nellie Choc Ice and the Plastic Island by Jeremy Strong (<i>penguin link to Emperor's Egg</i>) - Santa Claude	- Hurray for Anna Hibiscus (<i>animal link to Zerrafa Giraffara</i>) - The Street beneath my feet (non - fiction)	Non fiction - Whizz Pop Bang magazine - super seeds article (non-fiction - <i>link to plants unit</i>) - Flat Stanley - The Creakers - TF	Gnasher - Diary of a killer cat - Victorian Britain (Toys) Ginn History - Only 5 due to SATs	Tutankhamun's tomb -Great fire of London factfile (non fiction) - First News article (non-fiction) - Claude at the Circus
Word reading	<p>Pupils should be taught to:</p> <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 ● read accurately words of two or more syllables that contain the same graphemes as above ● read words containing common suffixes ● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● 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 ● reread these books to build up their fluency and confidence in word reading 					
Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 ○ 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 ○ being introduced to non-fiction books that are structured in different ways 					

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- 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 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
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting 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 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