



# Churchfields Infants' School: Year Two curriculum information

## Autumn Term 1: 'Are We Nearly There Yet?'

### ENGLISH



Outlined below is a summary of the skills children will work on during their half term in Year Two. English is taught in many forms at Churchfields. We aim to hear children read as often as possible, mostly in a group (to allow them to further develop their comprehension, inference and prediction skills) but also individually, and we also teach reading skills through our English lessons. All children take part in a Phonics session every day to build their skills using phonic sounds. Children have the opportunity to engage with, and immerse themselves in, a range of high-quality texts before writing coherently for a range of purposes and audiences. Children are encouraged to use their reading to support their writing development and regularly discuss how to make their writing effective for their reader. They have the opportunity to edit their work which supports in correcting errors and improving their writing relative to the purpose and audience. Spelling, Punctuation and Grammar (SPaG) skills are taught as a stand-alone session once a week but also through our main English sessions and through modelled and shared writing. Children also take part in Handwriting sessions to build their fluency when writing, and some children also benefit from Handwriting sessions in The Acorn Room with Mrs Pert. All elements of the National Curriculum in English are taught throughout the year through Speaking and Listening, Reading, Writing, SPaG and handwriting sessions, as well as during other sessions across the whole Key Stage One curriculum.

Texts used	Types of Writing	Specific SPaG taught	How can you help at home?
<i>(Reread texts from Y1 during story times and discuss themes)</i>  Text 1  Text 2  Philosophy: 'It is easy to be invisible.'	<ul style="list-style-type: none"><li>- speech bubbles to show empathy for a character</li><li>- writing to describe a setting using predictions about what will happen next in a story</li><li>- basic story writing using the 'story mountain' to write the problem section</li><li>- writing in role as a character</li><li>- magic carpet poem</li></ul>	<ul style="list-style-type: none"><li>- when do we use a capital letter? Rehearsal of forming capital letters and examples of when to use them</li><li>- understanding adjectives as 'describing words', identifying them and using in independent writing (expanded noun phrases)</li><li>- understanding nouns as 'naming words' for a person, place or thing, identifying them and using in independent writing</li></ul>	<ul style="list-style-type: none"><li>- hear your child read every day (discuss and ensure they demonstrate understanding as well as just reading the words) and don't forget to read to them too – you're never too old to be read to!</li><li>- let your child see you reading and discuss book choices with them to encourage them to do the same</li><li>- rehearse spellings with your child and think of some other words using the spelling pattern given, or search for them in reading books!</li></ul>

	<p>- letter as Amelia Earhart to her mother after becoming the first woman to fly solo across the Antarctic ocean</p> <p>- information text about the life of Amelia Earhart</p> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>forming and tracking ideas to be written down</i></li> <li>- <i>writing sentences that make sense</i></li> <li>- <i>writing simple sentences linked by 'and'</i></li> <li>- <i>checking through finished work</i></li> </ul>	<p>- understanding verbs as 'doing words', identifying them and using in independent writing. Which verbs are the most powerful and to be used in writing to make our reader feel a certain way?</p> <p>- understanding adverbs as words that describe an adjective (generally end in -ly), identifying them and using in independent writing</p> <p>- forming questions and recording them using a question mark</p> <p>- using some examples of coordination and subordination (and, but/because/when)</p> <p>- spellings in line with the Spelling Appendix in the National Curriculum</p> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>both reading and writing Y1 common exception words</i></li> <li>- <i>Y1 phonic sounds from the Appendix (for reading and writing)</i></li> <li>- <i>using a capital letter and full stop to punctuate simple sentences</i></li> </ul>	<p>- visit the library together and take some books out to enjoy at home!</p> <p>- rehearse spelling of common exception words</p> <p>- look for adjectives, nouns, verbs and adverbs in books you read</p> <p>- choose a 'boring' word (e.g. said, big) you find in reading and replace it with something more powerful. You could use a thesaurus (online if you don't have one!) if you get stuck!</p> <p>- identify the introduction, problem and resolution in stories you read together</p> <p>- if your child is interested in writing at home, encourage them to write a simple story using the story mountain (if they're not interested, please don't force them – we love children to be eager and keen to write and they already do a lot of writing at school!)</p> <p>- find out about some other pioneering people who have gone on famous journeys and/or been the first person to accomplish something specific (the 'Little people, Big Dreams' series is a good place to start!)</p>
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