



Churchfields Infants' School: Year Two curriculum information

ENGLISH



Outlined below is a summary of the skills children will work on during 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?
Autumn 1: Are We Nearly There Yet?	<i>(Reread texts from Y1 during story times and discuss themes)</i> Text 1 Text 2 Philosophy: 'It is easy to be invisible.'	- speech bubbles to show empathy for a character - writing to describe a setting using predictions about what will happen next in a story - basic story writing using the 'story mountain' to write the problem section - writing in role as a character - magic carpet poem - letter as Amelia Earhart to her mother after becoming the	- when do we use a capital letter? Rehearsal of forming capital letters and examples of when to use them - understanding adjectives as 'describing words', identifying them and using in independent writing (expanded noun phrases) - understanding nouns as 'naming words' for a person, place or thing, identifying them and using in independent writing	- 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! - let your child see you reading and discuss book choices with them to encourage them to do the same - rehearse spellings with your child and think of some other words using the spelling pattern given, or search for them in reading books!

		<p>first woman to fly solo across the Antarctic ocean</p> <ul style="list-style-type: none"> - information text about the life of Amelia Earhart <p>Revision:</p> <ul style="list-style-type: none"> - forming and tracking ideas to be written down - writing sentences that make sense - writing simple sentences linked by 'and' - checking through finished work 	<ul style="list-style-type: none"> - 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? - understanding adverbs as words that describe an adjective (generally end in -ly), identifying them and using in independent writing - forming questions and recording them using a question mark - using some examples of coordination and subordination (and, but/because/when) - spellings in line with the Spelling Appendix in the National Curriculum <p>Revision:</p> <ul style="list-style-type: none"> - both reading and writing Y1 common exception words - Y1 phonic sounds from the Appendix (for reading and writing) - using a capital letter and full stop to punctuate simple sentences 	<ul style="list-style-type: none"> - visit the library together and take some books out to enjoy at home! - rehearse spelling of common exception words - look for adjectives, nouns, verbs and adverbs in books you read - 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! - identify the introduction, problem and resolution in stories you read together - 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!) - 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>Autumn 2: Once Upon a Time...</p>	<p><i>(Read a range of fairy tales throughout this half term)</i></p> <p>Text 1 <i>(also reread "The Tear Thief from Y1)</i></p> <p>various WWI poetry</p> <p>Philosophy: 'Life is like a fairy tale – we will always have a happy ending.' 'Would you rather have a long, sad life or a short, happy life?'</p>	<ul style="list-style-type: none"> - speech and thought bubbles to show empathy for a character - describing the setting of a fairy tale (Hansel and Gretel lost in the forest): language choices - 'role on the wall' - description of a fairy tale character - story writing: working on build up section to keep the reader interested! - writing unhappy endings for some fairy tales! - diary writing in role as a character - WWI poetry <p>Revision:</p> <ul style="list-style-type: none"> - <i>checking through finished work</i> - <i>forming longer ideas and ensuring they are coherent</i> - <i>writing for a 'reader' and attempting to make writing appropriate and exciting for them</i> 	<ul style="list-style-type: none"> - different types of sentence (statement, question, command, exclamation) and the effect they can have on writing - forming past tense using 'ed' - forming past tense for words that already end in 'e' - using an apostrophe in contractions to show omitted letters (e.g. I'm) - forming plurals by adding s, es, ves or ies - using further examples of coordination and subordination in writing (<i>and, or, but, so/when, if, that, because, while</i>) - progressive tense - spellings in line with the Spelling Appendix in the National Curriculum <p>Revision:</p> <ul style="list-style-type: none"> - <i>using adjectives, nouns, verbs and adverbs in own writing; varying these to add effect and thinking of powerful examples of each type of word</i> - <i>using capital letters, full stops and exclamation marks</i> 	<ul style="list-style-type: none"> - 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! - think about choices (language and punctuation) authors make in their writing and how it makes you feel - read lots of fairy tales together; you could even find all of your fairy tales at home and collect them together to read, or take some out at the library - let your child see you reading and discuss book choices with them to encourage them to do the same - rehearse spellings with your child and think of some other words using the spelling pattern given, or search for them in reading books! - rehearse spelling of common exception words - look for words in the past tense and plurals when you are reading - ask your child to give you the past tense of irregular verbs to correct misconceptions (e.g. caught not 'catched', wrote not 'writ' or 'writed') - ask your child if they know the plural of irregular words to build
---	--	--	--	---

			<p><i>accurately to punctuate sentences</i></p> <p><i>- previous spellings in line with the Spelling Appendix in the National Curriculum</i></p>	<p>their language and correct misconceptions (e.g. mice not 'mouses', fish not 'fishes')</p> <p>- play games around plurals and contractions – you could write out contractions and what they mean/nouns and their plurals on little cards and play a matching game? Turn over 2 cards and if they match, you keep them! The player with the most pairs wins!</p> <p>- if your child is interested in writing, you could encourage them to write a diary!</p> <p>- find out as much as you can about WWI and what it was like to be a soldier</p> <p>- watch the following video to discuss the second Philosophy statement: A Prayer for Mayfly - YouTube</p>
<p>Spring 1: It's Cold Outside!</p>	<p>Text 1</p> <p>Text 2</p> <p>Text 3</p> <p><u>Cross curricular:</u> "Ernest Shackleton" (Little People, Big Dreams)</p>	<p>- justifying opinions about Philosophical statement</p> <p>- question writing around themes of film watched</p> <p>- Winter/icicle poetry</p> <p>- story prediction using description of setting and story events (using story mountain)</p> <p>- writing in role as a character</p> <p>- narrative: continuing story (writing the 'next chapter')</p> <p>- speech and thought bubbles to show characters' feelings</p>	<p>- editing writing by checking for punctuation, coherence, spelling etc. in isolation to build skills in editing own writing</p> <p>- using commas in a list</p> <p>- developing complexity of contractions used (more complex endings e.g. I'd = I would, you're = you are, we've = we have)</p>	<p>- 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!</p> <p>- think about choices (language and punctuation) authors make in their writing and how it makes you feel</p> <p>- you may like to visit the library to have a look for any books with a similar 'cold/Winter' theme that</p>

	<p>Maria Isabel Sanchez Vegara</p> <p>“Shackleton’s Journey” William Grill</p> <p>(read in class at story times: Text 4</p> <p>Philosophy: ‘Winter is the worst season of the year.’ ‘We can’t always have what we want.’ “The Black Hat”</p>	<p>(and the difference between content in each!)</p> <ul style="list-style-type: none"> - notes from research and information text about penguins - notes from more independent research, and subsequent information text, about choice of cold weather animal <p>Revision:</p> <ul style="list-style-type: none"> - <i>making deliberate choices as the author to have an effect on your reader</i> - <i>writing more at length and building stamina</i> - <i>making writing appropriate to the purpose, and specifically for your audience</i> - <i>developing skills in information writing between writing about penguins (more teacher-led) and choice of animal (applying skills built)</i> 	<ul style="list-style-type: none"> - homophones with contractions e.g. your/you’re, there/their/ they’re - using commas to separate items in a list - recapping different types of sentence and using in own independent writing for effect - spellings in line with the Spelling Appendix in the National Curriculum <p>Revision:</p> <ul style="list-style-type: none"> - <i>forming past tense using ‘ed’</i> - <i>forming past tense for words that already end in ‘e’</i> - <i>using an apostrophe in contractions to show omitted letters (e.g. I’m)</i> - <i>forming plurals by adding s, es, ves or ies</i> - <i>using further examples of coordination and subordination in writing (and, or, but, so/when, if, that, because, while)</i> - <i>previous spellings in line with the Spelling Appendix in the National Curriculum</i> 	<p>you could read at home!</p> <ul style="list-style-type: none"> - let your child see you reading and discuss book choices with them to encourage them to do the same - rehearse spellings with your child and think of some other words using the spelling pattern given, or search for them in reading books! - rehearse spelling of common exception words <ul style="list-style-type: none"> - get outside as much as you can while it’s cold and let children explore frost, ice, snow (maybe?!) and all the other exciting bits about Winter! - point out contractions in your child’s books, or anything you read together, and discuss what it is short for! - discuss how authors of books you read make their writing effective – this may well encourage them to do the same! - find out some further information about an animal of your child’s choice and make a poster or fact file about it! - if your child enjoys writing, encourage them to write your shopping list for you (and use some commas!)
--	---	--	---	---

				- watch "The Black Hat" together and discuss in relation to the second Philosophical statement blackhat - THE LITERACY SHED
Spring 2: What the Eyes Can't See...	<p><i>(revisit "The Black Book of Colours" Menena Cottin and Rosana Faria)</i></p> <p>Text 1</p> <p>various information texts about India</p> <p>Philosophy: 'You can see without looking.'</p>	<ul style="list-style-type: none"> - a royal proclamation from the Rajah and Rani to persuade their subjects to help them with their problem - diary entry as a character from the story (Cinnamon) - letter from the Rajah and Rani to their daughter - story writing: write a sequel to the story! - notes from research and information book about India (including organisation into sections with contents and index) <p>Revision:</p> <ul style="list-style-type: none"> - <i>making writing appropriate to the purpose, and specifically for your audience</i> - <i>making deliberate choices as the author to have an effect on your reader</i> - <i>writing more at length and building stamina</i> - <i>editing, both to correct and improve written work</i> - <i>skills in information writing and features of a non-fiction book</i> 	<ul style="list-style-type: none"> - forming verbs in the past tense using words ending in 'y' and those with a short vowel (doubling rule) - using suffixes to alter words (-ed, -ing, -er, -est, -ful, -ment, -less, -ly), including irregular spelling rules (e.g. 'happy' becomes 'happiness') - using doubling rule to add suffixes to other words - using apostrophes to show possession - homophones and near homophones - spellings in line with the Spelling Appendix in the National Curriculum <p>Revision:</p> <ul style="list-style-type: none"> - <i>editing writing by checking for punctuation, coherence, spelling etc. in isolation to build skills in editing own writing</i> - <i>using commas in a list</i> - <i>homophones with contractions e.g. your/you're, there/their/ they're</i> 	<ul style="list-style-type: none"> - 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! - think about choices (language and punctuation) authors make in their writing and how it makes you feel - visit the library regularly! Maybe you could look for some books with a similar setting to 'Cinnamon', or other books by Neil Gaiman? - let your child see you reading and discuss book choices with them to encourage them to do the same - rehearse spellings with your child and think of some other words using the spelling pattern given, or search for them in reading books! - rehearse spelling of common exception words - have a look in books to see if you can spot any suffixes that have been used - give your child a word and see how many suffixes they can use with it! Otherwise you could give

			<ul style="list-style-type: none"> - using commas to separate items in a list - suffixes already taught (-ed, -ing, -ly) - using a range of coordination and subordination 	<p>them a suffix and see how many words they can think of and/or write using it!</p> <ul style="list-style-type: none"> - write some homophones or near homophones on cards. Give your child a sentence and ask them to choose which word is the correct one for that sentence e.g. Your/You're picture is beautiful! - see if your child can label some of their own, or your, things using a possessive apostrophe (e.g. Mum's chocolate!) - if your child is interested in writing at home, see if they can write you a story of their own choice! - find out some information about India if you can so you know more about it! - discuss the Philosophical statement
Summer 1: Out of the Ashes...	<p>Text 1</p> <p>Story times: also other texts</p> <p>Text 2</p> <p>'alternative' traditional tales,</p> <p>Philosophy:</p>	<ul style="list-style-type: none"> - description of a hero and/or a villain! - story writing in response to 'The Firebird Suite' and to the story as a stimulus - writing in role as a character from the story - non-fiction text about wolves: are they just misunderstood?! - alternative version of 'Firebird' using own plot, using patterns noted in the story (e.g. the rule of three) 	<ul style="list-style-type: none"> - revision of all elements taught previously - application of these skills to written work, especially in terms of spelling and supporting editing - spellings in line with the Spelling Appendix in the National Curriculum <p>Revision:</p> <ul style="list-style-type: none"> - editing a whole piece of writing in its entirety 	<ul style="list-style-type: none"> - 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! - think about choices (language and punctuation) authors make in their writing and how it makes you feel - visit the library regularly! Maybe you could look for some books where a character is sent on a

<p>'Are people ever really free?'</p>	<p>- writing about real events: hockey competition!</p> <p>Revision:</p> <ul style="list-style-type: none"> - making writing appropriate to the purpose, and specifically for your audience - applying skills as a reader to own writing - making deliberate choices as the author to have an effect on your reader - writing more at length and further building stamina - building skills when 'coming back to' a piece of writing after a break (i.e. writing over more than one session!) - editing, to correct, improve and revise sections of written work 	<ul style="list-style-type: none"> - revision of all elements taught previously - previous spellings in line with the Spelling Appendix in the National Curriculum 	<p>quest of some sort? How about a book with a wolf in it? It would be even harder to find a book about a kind wolf, or where the wolf is he hero! Are there any other books that break or challenge stereotypes?</p> <ul style="list-style-type: none"> - let your child see you reading and discuss book choices with them to encourage them to do the same - rehearse spellings with your child and think of some other words using the spelling pattern given, or search for them in reading books! - rehearse spelling of common exception words <p>- comment on author's choices in books you read together and explain how you feel when reading it and why the author may have wanted to you feel that way! How did they do it?</p> <ul style="list-style-type: none"> - encourage your child to revisit texts they enjoy, or expand their reading to those with similar themes to those they enjoy, or those by the same author - play games to check your child's understanding of SPaG concepts that have been taught (see previous half term's ideas), or ask your child to explain a concept to you or give you an example of it!
---------------------------------------	---	--	---

				<ul style="list-style-type: none"> - if your child is interested in writing at home, encourage them to write you an 'alternative' story – it could be an alternative version of a fairy tale or one where the characters or setting break stereotypes!
<p>Summer 1: Lost At Sea</p>	<p>Text 1</p> <p>Text 2</p> <p>Story times: also other books</p> <p>Philosophy: 'Two wrongs don't make a right'</p>	<ul style="list-style-type: none"> - description of island setting from the point of view of characters - character description - instructions: how to conjure a storm - story writing <p>Revision:</p> <ul style="list-style-type: none"> - <i>making writing appropriate to the purpose, and specifically for your audience</i> - <i>applying skills as a reader to own writing</i> - <i>making deliberate choices as the author to have an effect on your reader</i> - <i>writing more at length and further building stamina</i> - <i>building skills when 'coming back to' a piece of writing after a break (i.e. writing over more than one session!)</i> - <i>editing, to correct, improve and revise sections of written work</i> 	<ul style="list-style-type: none"> - revision of all elements taught previously - application of these skills to written work, especially in terms of spelling and supporting editing - spellings in line with the Spelling Appendix in the National Curriculum <p>Revision:</p> <ul style="list-style-type: none"> - <i>editing a whole piece of writing in its entirety</i> - <i>revision of all elements taught previously</i> - <i>previous spellings in line with the Spelling Appendix in the National Curriculum</i> 	<ul style="list-style-type: none"> - 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! - think about choices (language and punctuation) authors make in their writing and how it makes you feel - visit the library regularly! Maybe you could look for some versions of other William Shakespeare plays? - let your child see you reading and discuss book choices with them to encourage them to do the same - rehearse spellings with your child and think of some other words using the spelling pattern given, or search for them in reading books! - rehearse spelling of common exception words <p>- take your child to visit The Globe Theatre if possible – it's also a lovely walk from St Paul's just to have a look at it if you can't go in! Imagine</p>

- consolidating and bringing together and applying all the skills learned throughout Year Two (and Year One) ready for the next stage of learning in Year Three!

what it might have been like to watch a real life play there!

- find out as much as you can about William Shakespeare and his life
- take your child to see an age-appropriate play (or musical?) in a theatre so they understand how the experience is different to just reading a story!
- you might like to have a look at these that help with the story of "The Tempest"

[BBC iPlayer - CBeebies Presents - Shakespeare: CBeebies The Tempest](#)

[KS2 English - The Tempest - BBC Teach](#)

- comment on author's choices in books you read together and explain how you feel when reading it and why the author may have wanted to you feel that way! How did they do it?
- if your child is interested in writing at home, encourage them to write whatever they like, however they like! Do they know who they are writing for and why?
- discuss the philosophical statement