



Churchfields Infants' School: Year Two curriculum information

Autumn Term 2: 'Once Upon a Time...'

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?
<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</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! 	<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 	<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

<p>have a happy ending.'</p> <p>'Would you rather have a long, sad life or a short, happy life?'</p>	<ul style="list-style-type: none"> - 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> 	<p>in writing (<i>and</i>, or, <i>but</i>, so/<i>when</i>, if, that, <i>because</i>, while)</p> <ul style="list-style-type: none"> - 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 accurately to punctuate sentences</i> - <i>previous spellings in line with the Spelling Appendix in the National Curriculum</i> 	<p>book choices with them to encourage them to do the same</p> <ul style="list-style-type: none"> - 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 their language and correct misconceptions (e.g. mice not 'mouses', fish not 'fishes') - 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! - if your child is interested in writing, you could encourage them to write a diary! - find out as much as you can about WWI and what it was like to be a soldier - watch the following video to discuss the second Philosophy statement: A Prayer for Mayfly - YouTube
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