



Churchfields Infants' School: Year Two curriculum information

Spring Term 1: 'It's Cold Outside!'

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?
Text 1 Text 2 Text 3 <u>Cross curricular:</u> "Ernest Shackleton" (Little People, Big Dreams) Maria Isabel Sanchez Vegara	<ul style="list-style-type: none"> - justifying opinions about Philosophical statement - question writing around themes of film watched - Winter/icicle poetry - story prediction using description of setting and story events (using story mountain) - writing in role as a character - narrative: continuing story (writing the 'next chapter') - speech and thought bubbles to show characters' feelings 	<ul style="list-style-type: none"> - editing writing by checking for punctuation, coherence, spelling etc. in isolation to build skills in editing own writing - using commas in a list - developing complexity of contractions used (more complex endings e.g. I'd = I would, you're = you are, we've = we have) - homophones with contractions e.g. your/you're, there/their/they're 	<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 - you may like to visit the library to have a look for any books with a similar 'cold/Winter' theme that you could read at home! - let your child see you reading and discuss

<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"> - 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> 	<ul style="list-style-type: none"> 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 - 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 <p>blackhat - THE LITERACY SHED</p>
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