



Churchfields Infants' School: Year Two curriculum information

Spring Term 2: 'What the Eyes Can't See...'

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>(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 	<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 	<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

	<p>sections with contents and index</p> <p>Revision:</p> <ul style="list-style-type: none"> - making writing appropriate to the purpose, and specifically for your audience - making deliberate choices as the author to have an effect on your reader - writing more at length and building stamina - editing, both to correct and improve written work - skills in information writing and features of a non-fiction book 	<ul style="list-style-type: none"> - homophones and near homophones - spellings in line with the Spelling Appendix in the National Curriculum <p>Revision:</p> <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 - homophones with contractions e.g. your/you're, there/their/they're - using commas to separate items in a list - suffixes already taught (-ed, -ing, -ly) - using a range of coordination and subordination 	<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 - 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 them a suffix and see how many words they can think of and/or write using it! - 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
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