



Churchfields Infants' School: Year Two curriculum information

Summer Term 1: 'Out of the Ashes...'

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>Text 1</p> <p>Story times: also other texts</p> <p>Text 2</p> <p>'alternative' traditional tales,</p> <p>Philosophy: 'Are people ever really free?'</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"> - <i>editing a whole piece of writing in its entirety</i> - <i>revision of all elements taught previously</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 where a character is sent on a 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 the hero! Are there any other books that break

- writing about real events:
hockey competition!

Revision:

- *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*

- *previous spellings in line with the Spelling Appendix in the National Curriculum*

or challenge stereotypes?

- 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

- 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?
- 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!
- 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!