

Year 2 BARNs GREEN ENGLISH FOR YEAR 2 - 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Movers and Shakers		Brilliant Beaches		Magnificent Monarchs	
Key Texts	Beegu Toys in Space The Ginger Bread Man	Tree, Seasons Come Seasons Go My First Oxford Book of Poetry Stick Man	The Snail and the Whale Lost and Found The Little Mermaid Here We Are Very Important Oceans Above and Below The Great Fire of London The Sandman and the Turtles The Lorax Where the Wild Things Are Lost Magic The Very Best Of Brian Moses		What the Lady bird Heard Little Red Riding Hood How to wash a Woolly Mammoth. Great Women who Changed the World Cockatoos Dogger Jack The Tin Forest Shake Before Opening	
Supporting Texts	A Piglet Called Truffle Look Inside Space Sidney Stella and the Moon Astro Girl My Hair	The B on my Thumb My First Book of Poems				

<p>Reading /</p> <p>Guided Reading</p>	<ul style="list-style-type: none"> Express views and discuss classic stories Discussing word meaning and clarifying words Discuss the sequence of events in books Answering and asking questions Making predictions based upon what has happened so far Retrieval 	<ul style="list-style-type: none"> Express views about poetry Retell a wide range of stories including fairy tales Checking that a text makes sense by drawing on what they already know, their understanding of vocab etc. Making predictions based upon what has happened so far 	<ul style="list-style-type: none"> Express views and discuss classic stories Discussing word meaning and clarifying words Recognise simple reoccurring literary language in stories and poetry Answering and answering questions Looking at non-fiction texts with a variety of structures Retrieval 	<ul style="list-style-type: none"> Express views about poetry Continue to build up a repertoire of poetry learnt by heart, performing with some intonation Making inference based upon what is being said and done Children are taught to summarise Retrieval 	<ul style="list-style-type: none"> Express views and discuss classic stories Retell a wide range of stories including fairy tales Discussing word meaning and clarifying words Answering and answering questions Making predictions based upon what has happened so far Retrieval 	<ul style="list-style-type: none"> Express views about poetry Checking that a text makes sense by drawing on what they already know, their understanding of vocab etc. Making inference based upon what is being said and done Looking at non-fiction texts with a variety of structures Children are taught to summarise Retrieval
<p>The Read Write Inc. Program is followed to develop early reading and teach decoding. Children make progress through the coloured bands and are assessed at six week intervals to ensure that they are in the right group.</p> <p>Throughout the year children are taught to when reading</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words until embedded Read accurately by blending Read words of 2 or more syllables Read words containing suffixes Read further common exception words <p>Regular opportunities for reading will promote the following: Phonics and decoding skills, reading common exception words, fluency self-correction.</p>						
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Select and use appropriate registers for effective communication Maintain attention and participate actively in collaborative 	<ul style="list-style-type: none"> Speak audibly and fluently with an increasing command of Standard English Ask relevant questions to extend their understanding and knowledge Use spoken language to 	<ul style="list-style-type: none"> Use spoken language to develop understanding through predicting Hypothesising, imagining and exploring ideas Give well-structured descriptions, explanations and narratives for 	<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others Maintain attention and participate actively in collaborative conversations, 	<ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates Give well-structured descriptions, explanations and narratives for different purposes, including for 	<ul style="list-style-type: none"> Hypothesising, imagining and exploring ideas Consider and evaluate different viewpoints, attending to and building on the contributions of others Articulate and

	<p>conversations, staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding through predicting 	<p>develop understanding through predicting</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates 	<p>different purposes, including for expressing feelings</p>	<p>staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding through predicting 	<p>expressing feelings</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding through predicting • 	<p>justify answers, arguments and opinions</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English
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Phonics	RWI - Children grouped according to phonic assessment
	<p>Throughout the year children are taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words until embedded • Read accurately by blending • Read words of 2 or more syllables • Read words containing suffixes • Read further common exception words

Spelling	Recap Year 1 CEW spellings. Test and send home to learn. <ul style="list-style-type: none"> - dge/ ge - soft c - n spelt kn or gn - le at the end of words 	Recap Year 1 CEW spellings. Retest. Begin Year 2 CEW spellings. <ul style="list-style-type: none"> - el at the end of words. (after m n r s v w) - al at the end of words - il at the end of words - igh sound spelt y at the end of words - Changing y to i and adding es to nouns and verbs ending y - adding ed, ing, er, est to words ending in y with a consonant before it 	Year 2 CEW spellings. Test and send home to learn. <ul style="list-style-type: none"> - Adding ing, ed and er, est, y to words of one syllable, ending in a single consonant letter after a single vowel - Adding ing, ed and er, est, y to words of one syllable, ending in a single consonant letter after a single vowel - The or sound spelt al/ all - The u sound spelt o - ee spelt ey - the o sound spelt ^a after w and qu nd - o after w nd spelt 	Year 2 CEW spellings. Test and send home to learn. <ul style="list-style-type: none"> - The z sound spelt s - The suffixes ment, ness, ful, less, ly - Contractions - Possessive apostrophe (singular nouns) (not it) - words ending in tion 	Year 2 CEW spellings. Test and send home to learn. <ul style="list-style-type: none"> - Homophones and near homophones - Number words - Months - Recap all Year 2 Spelling rules 	Recap Year 2 CEW spellings. Test and send home to learn. Retest <ul style="list-style-type: none"> - Recap all Year 2 Spelling rules
Punctuation & Grammar	<ul style="list-style-type: none"> • Using capitals for names of people, places, days of the week, months and the letter I • Using familiar and unfamiliar punctuation correctly including: Full stops Capitals Exclamation marks Question marks 	<ul style="list-style-type: none"> • Using commas to separate items in lists • Using expanded noun phrases to expand and specify • Conjunctions – using and, but, or • Subordination – Using when, if, that, because • Recognising questions and 	<ul style="list-style-type: none"> • Apostrophes To mark missing letters and singular possession • Types of sentence • Compound words 	<ul style="list-style-type: none"> • Use of ly to turn adjectives into adverbs • Using past and present tense consistently including the progressive form 	<ul style="list-style-type: none"> • Use of er and est in adjectives 	<ul style="list-style-type: none"> • Consolidation of all KS1 content including in independent writing ready for KS2

	<ul style="list-style-type: none"> • How words combine to make sentences using conjunctions • Joining words and clauses with and 	commands				
<p>Following RWI we will focus upon decoding until reading is fluent, includes accurate blending, reading multisyllabic words, common suffixes, exception words, and most words accurately without overt sounding and blending.</p> <p>Through the year there will be opportunities to listen to and discuss a wide range of contemporary and classic poetry, stories, non-fiction beyond a level beyond what they can read independently. Children will be encouraged to take turns and to listen to what others are saying as well as expressing their own thoughts and opinions.</p>						
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<p>A clear focus on text gives the opportunity to embed learning from grammar, speaking and listening and reading elements of the curriculum and for children to begin to see themselves as writers.</p> <p>Opportunities for writing are varied and include:</p>						
Writing Lists Description (setting, character) Diary Invitation Recount Simple poetry inc – acrostic Post card Letter	<ul style="list-style-type: none"> • Writing down ideas and new vocabulary • Writing in sentences • Checking that writing makes sense • Expanded noun phrases • Writing simple sentences from memory dictated by teacher to include CEW and punctuation <p>Beegu Lists</p>	<ul style="list-style-type: none"> • Writing down ideas and new vocabulary • Checking writing makes sense • Reading aloud own writing • Writing simple sentences from memory dictated by teacher to include CEW and punctuation <p>Poetry</p>	<ul style="list-style-type: none"> • Evaluating own writing • Expanded noun phrases • Writing simple sentences from memory dictated by teacher to include CEW and punctuation 	<ul style="list-style-type: none"> • Proof reading own writing • Reading aloud own writing • Writing simple sentences from memory dictated by teacher to include CEW and punctuation 	<ul style="list-style-type: none"> • Proof reading own writing • Checking writing makes sense • Expanded noun phrases • Writing simple sentences from memory dictated by teacher to include CEW and punctuation 	<ul style="list-style-type: none"> • Proof reading own writing • Reading aloud own writing • Checking writing makes sense • Writing simple sentences from memory dictated by teacher to include CEW and punctuation

	<p>Character description</p> <p>Thoughts and feelings</p> <p>Reading through and checking writing</p> <p>Oral composing of a sentence</p> <p>Toys in Space</p> <p>Writing describing sentences</p> <p>Different types of sentences</p> <p>Invitation</p> <p>Space log</p> <p>Diary</p>	<p>Simple poetry</p> <p>Interesting words</p> <p>Recount</p> <p>School trip to Planetarium</p> <p>Stick Man</p> <p>Settings- simple sentences</p> <p>Simple letter / post card</p> <p>Letter to Father Christmas</p>				
Handwriting	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to each other • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words • Start using diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to each other • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words • Start using diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to each other • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words • Start using diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to each other • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words • Start using diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to each other • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words • Start using diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to each other • Write capital letters and digits of the correct size, orientation and relationship to each other • Use spacing between words • Start using diagonal and horizontal strokes needed to join letters

Terminology we want the children to know	Sentence Noun, noun phrase adjective, verb	Verb – imperative Time adverbial Verb, Adverb Statement, question, exclamation, command	Suffix tense (past, present) apostrophe, comma Inverted commas	Conjunction apostrophe	Revisit - Verb, Adverb	Compound word Revisit – Coordinating and subordinating conjunctions
Enrichment Opportunities	Crash landing in school grounds Black History Month	Trip to the planetarium Hunt for Stick Man Trip to Planetarium				