

# Year 1

## English Curriculum Map

Reading								
Patterns and Rhymes Identify which words appear again and again.	Prediction, inference & Make predictions on basis of w read.  Make inferences on basis of wl & done.	hat has been	Intonation and Expression Reads with pace & expression, i.e. pause at full stop; ra voice for question.	Grammatical Features ise	Research Knows difference between fiction and non-fiction texts.			
word Reading apply phonic knowledge and skills as the route to decode words □ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes □ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught □ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word □ read words containing taught GPCs and ¬s, ¬es, ¬ing, ¬ed, ¬er and ¬est endings □ read other words of more than one syllable that contain taught GPCs □ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) □ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words □ re-read these books to build up their fluency and confidence in word reading.		Comprehension and Understanding  Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.  Develop pleasure in reading, motivation to read, vocabulary and understanding by:    listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently   being encouraged to link what they read or hear read to their own experiences   becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics   recognising and joining in with predictable phrases   learning to appreciate rhymes and poems, and to recite some by heart   discussing word meanings, linking new meanings to those already known   understand both the books they can already read accurately and fluently and those they listen to by:   drawing on what they already know or on background information and vocabulary provided by the teacher   checking that the text makes sense to them as they read and correcting inaccurate reading   discussing the significance of the title and events   making inferences on the basis of what is being said and done   predicting what might happen on the basis of what has been read so far   participate in discussion about what is read to them, taking turns and listening to what others say   explain clearly their understanding of what is read to them.  Genres to cover in Yr 1						
Story writing – stories with familiar settings/range of cultures / fantasy worlds  Descriptive writing  Postcards  Invitations  Poems- Acrostic Reports  Dairy entry  Letters (informal)  Instructions  Writing a list  Captions  Persuasive letter writing  Information Books  Captions  Label a diagram  Newspaper report  Recounts								
Writing								
Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went.			sentences [as introduction to paragraphs].  Correct formation of lower case letters. Correct formation of digit table, holding a pencil comfortable the correct direction, starting and form digits 0-9 understand while the correct direction of the starting and form digits 0-9 understand while the correct direction of lower case letters. Correct formation of digit table, holding a pencil comfortable the correct direction, starting and form digits 0-9 understand while the correct direction of the correction of the corre		g the School's Handwriting policy shing in right place. Correct formation of capital pils should be taught to:   sit correctly at a d correctly begin to form lower-case letters in hing in the right place form capital letters tters belong to which handwriting 'families' vays) and to practise these.			
naming the letters of the alphabet in order using letter names to distinguish between alt add prefixes and suffixes: using the spelling rule for adding –s or –es a using the prefix un– using –ing, –ed, –er and –est where no chang apply simple spelling rules and guidance, as write from memory simple sentences dictate	s the plural marker for nouns and ge is needed in the spelling of roc listed in English Appendix 1	write sentences by:  saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.						



## **English Curriculum Map**

Grammar										
Develop their understanding of the concepts set out in English Appendix 2 by:										
	ning words and joining clauses using and									
□ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark										
□ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'										
□ learning the grammar for year 1 in English Appendix 2										
□ use the grammatical terminology in English Appendix 2 in discussing their writing.  Regular <b>plural noun suffixes</b> −s or −es. Know how words can be combined to make Use capital letters for <b>personal pronouns</b> . Understand the following vocab:										
Regular <b>plural noun suffixes</b> –s or –es. <b>Suffixes</b> that can be added to verbs e.g.	sentences.	Use capital letters for <b>personal pronouns</b> .  Write first and last name with <b>capital letters</b> where	Understand the following vocab: word, sentence, letter, capital letter,							
helping, helper, helped.	Join words using the word <i>and</i> .	necessary.	syllable, punctuation, singular, plural,							
Adding –er or –est to adjectives.	Using <i>and</i> to join <b>sentences</b> together.	Write <b>simple</b> , grammatically accurate sentences.	question mark, exclamation mark,							
How the <b>prefix</b> un- changes the meaning of	Sequence sentences to form short narratives	Write sentences with <b>capital letters</b> to start and <b>full</b>	and syllable.							
verbs and adjectives e.g. unkind, undoing.	Separate words using <b>spaces</b> .	stops to end them.	1							
Division of words into <b>syllables</b> .	Introduce the use of <b>capital letters</b> .	Begin to use simple <b>descriptive language</b> in	Tricky words: the, a, do, today, of,							
Compound words e.g. football.	Introduce the use of <b>full stops</b> .	sentences.	said, says, are, were, was, is, his, has,							
	Introduce the use of <b>exclamation marks</b> .		I, you, your, they, be, he, me, she,							
	Using <b>capital letters</b> for names of people, places,		we, no, go, so, by, my, here, there,							
	and days of the week.		where, love, come, some, one, once,							
			ask, friend, school, put, push, pull,							
	DI • 10	110	full, house.							
	Phonics/Sp	8								
Revision of Previous Learning	/tʃ/ the sound usually spelt as tch if it come	Vowel Diagraphs and T	Trigraphs							
Revise the process of segmenting spoken	straight after a single vowel letter e.g. catch or	ai ir	ue							
words into sounds before choosing graphemes to represent them.	hutch. EXPECTIONS: rich, which much and such. The /v/ sound at the end of words. Words in the	oi ur	ew							
Review all grapheme-phoneme	English language hardly ever end in /v/, the letter e	ay oo (long)	ie (lie, tie, pie)							
correspondences which have been taught	usually needs to be added after the 'v' e.g. have,	a-e oo (short)	ie (chief, thief, field)							
including vowel diagraphs.	live and give.	08	igh							
Revisit words with adjacent consonants.	The /f/ sound being spelt as ph or wh e.g. dolphin,	i-e. 0e	or							
New Learning	phonics, when and wheel.	0u 0-e	ore							
Sounds /f/, /l/, /s/, /z/ and /k/ spelt as ff, ll, ss,	Words ending in y e.g. happy and funny.	u-e ou (now, how.	aw							
zz, and ck.	The /k/ sound spelt as k rather than c before e in	ar ow (now, now.	au air							
The /ŋ/ sound spelt n before k e.g. bank or	Kent and sketch.	ee	ear (dear, hear, beard)							
think.		ea (sea, dream, meat)	ear (bear, pear, wear)							
		ea (head, bread, instead)	are (bare, dare, care)							
		er (stressed sound: her, her)								
		er (unstressed sound: better, under)								



# Year 2

# English Curriculum Map

Patients and Rhymes leading which capped again and again.    Morel Residues	Reading								
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## Add a control of section of the process on hasts of what is heing said & dome.    Make inferences on hasts of what is heing said & dome.   mead adouted with expression & intonation.   - speech marks   - spee	Identify which words appear				Use commas, question marks & exclamation	Recognise:	Use content and index to locate		
Read about with expression & incomain.  Word Reading  continue to apply phonic knowledge and skalls as the route to decode words und authorist decoding has become embedded and reading is fluent understanding in the continue to apply phonic knowledge and skalls as the route to decode words und authorist decoding has become embedded and reading is fluent understanding in the continue to apply phonic knowledge and skalls as the route to decode words und authorist decoding has become embedded and reading is fluent understanding in the continue to apply phonic knowledge and skalls as the route to decode words understanding in the continue to apply phonic knowledge and skalls as the route to decode words understanding in the continue to a proper place in the skall proportion and places. The continue to a proper place is a skall place to the continue to a proper place in the skall	again and again.				marks to vary expression.	- speech marks	information.		
Word Reading continue to apply phonic knowledge and skills as the route to decode words util automatic decoding his become embedded and reading is literat read accurately by blending the sounds for guipteress targets of an expectally recognizing attenuity seconds for guipteress targets of an expectally recognizing attenuity seconds for guipteress read accurately by blending the sounds for guipteress read accurately by blending the sounds for guipteress read further common exception words, noting unusual correspondences read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and confid and where these never in the word read andoub books closely materially without ever sounding and read aloub books closely material to their improving phonic knowledge, sounding out infamiliar words accurately, automatically and without under heistation  The read aloub books closely material to their improving phonic knowledge, sounding out infamiliar words accurately, automatically and without under heistation  The read aloub books closely material to their improving phonic knowledge, sounding out infamiliar words accurately, automatically and without under heistation  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read aloub books to build up their fluency and confidence in word reading.  The read al					Read aloud with expression & intonation.				
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Red as dead to help with funery & expression. Comments on plot, accurately by heard knowledge and skills as the route to decode words until contain the agreement of the possibility of the property of the pr	,	Word Reading			Comprehension				
automatic decoding has become embedded and reading is fluent   read accurately by blending thes sounds in words that control in the graphenes tagsh to far, especially recognising alternative sounds for graphenes   read accurately withs of two or more yellsheds that counts in the same   read accurately withs of two or more yellsheds and normal the same   read accurately withs of two or more yellsheds and another words. In this proposal in the same   read accurately withs of two or more yellsheds and another words and partners   read words containing common exception words. In this proposal is a level beyond that at which they can a read and become provided in the same provided and another words and partners   read words on the provided in the provided of the provided of the provided in the provided of the provided in th			ode words until	Reads ahead to help wi			ories. Recounts main themes & events.		
Teads excurately by blending the sounds in words that contain the symptomes tagks to face grapelemes and learned seconds for grapelemes and learned seconds of grapelemes and learned seconds of grapelemes and learned seconds of two or more syllables that containing common suffixes   Indicate the second sound and where those occur in the word period and where those occur in the word period in the sum of the second sound and where those occur in the word period in the sum of the second in the sum of the second in the word period in the sum of the second in the word in the word in the word in the sum of the second in the word in the wor									
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graphenes as above   read words containing common suffixes   read words conception words, noting unusual correspondences between spelling and sound and where these occur in the word   read most words quickly and accurately, without over sounding and   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving phonic knowledge,   read aloud books closely matched to their improving aloud phonic knowledge,   read aloud books closely matched to their improving aloud phonic knowledge,   read aloud phonic knowledge, the p									
read further common exception words, noting unusual correspondence spelling and sound and where these occur in the word read most words, noting unusual correspondence spelling and sound and where these occur in the word read most words quickly and accurately, without over sounding and blending, when they have been frequently encountered   discussing and clarifying the meanings of words, linking new meanings to known vocabulary   discussing and clarifying the meanings of words, linking new meanings to known vocabulary   discussing and clarifying the meanings of words, linking new meanings to known wocabulary   discussing and clarifying the meanings of words, linking new meanings to known wocabulary provided by the teacher heaterly and those that they listen to by:    discussing and clarifying the meanings of words, linking new meanings to known wocabulary provided by the teacher words and phases and recting some, with appropriate intonation to make the meaning clear   Understand both the books to the triangle of the word of the meaning of words, linking new meanings to known wocabulary   discussing and clarifying the meanings of words, linking new meanings to known wocabulary   discussing their fluoring to provided by the teacher   words and phases and percentage and exception provided by the teacher   words and phases word to the thing they and those that they listen to by:    discussing and clarifying the meanings of words, linking new meanings to known wocabulary provided by the teacher   words and phases words to the meaning clear   words and phases word of themselves.   words and post pread and correcting inaccurate reading   makes sense to them wasks sense to them they can read for themselves.   words and power and a locus themselves.   words and power and a locus that they listen to and									
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between spelling and sound and where these occur in the word     discussing and clarifying the meanings of words, linking new meanings to known vocabulary   discussing and blending, when they have been frequently encountered   discussing their flowords quickly and accurately, automatically and without under hesitation   re-read these books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without under hesitation   re-read these books to build up their fluency and confidence in word reading   discussing the flowords and them they are addy know or on background information and vocabulary provided by the teacher hesitation   re-read these books to build up their fluency and confidence in word reading   discussing the flowords and the making inferences on the basis of what is being said and done   making inferences on the basis of what is being said and done   making inferences on the basis of what to be the reading questions   predicting what might happen on the basis of what has been read so far   Participien in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what they discussed in the predicting what might happen on the basis of what has been read so far   Participien in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what they have a read to them and those that they can read for themselves, taking turns and listening to what they happen on the basis of what the been read so far   Participien in discussion about books, poems and other material, both those that they listen to and those that they can read for themselves, taking turns and listening to what they have a read to them and those that they can read for themselves, taking turns and listening to commend.   Participien in discussion and so what they happen on discussion in the discussion in the participien i									
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Understand both the books that they can afready read accurately and othose that they listen to by; sounding out unfamiliar words accurately, automatically and without under headings of drawing on what they already. Now no background information and voeabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they can from the beoff of the basis of what has been read so far Participate in discussion about books, poems and other material, both those that they can from themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to the saking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to themselves, taking turns and listening to what others say in the same they can be a say that they can be a say that they can be a say that they are a say that they are a say that they are a s			g and						
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re-read these books to build up their fluency and confidence in word reading and asking inferences on the basis of what is being said and done and sking question what making inferences on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say what others say what others say subcritions, command.  Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification.  Write using subordination (when, if, that, because). Correct & consistent use of present tense & past tense.  Transcription spell; See Appendix I segmenting spoken words into phoemes and representing these by grapheness, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with cach spelling, including a few common homophones and earl-homophones and near-homophones and spelling including a few common homophones. Learning to spell one words, including – ment, –ness, –flu, –less, –ly apply spelling rules and guidance, as listed in English Appendix I write from menony simple sentences dictated by the teacher that include words unit of the words and punctuation taughts of far    Correct devents   writing globut cleaves and the very time global punctuation of the words and punctuation flor example, the girl's book   writing global teach very time global transcription is spell longer words, including – ment, –ness, –flu, –less, –ly apply spelling rules and guidance, as listed in English Appendix I write from menony simple sentences dictated by the teacher that include words united to the words and punctuation flor example, the girl's book   writing down ideas and/or key words, including — write apply spelling including the words and that very to indicate time are used correctly and consistently, including words in the very time global that very time g									
Sentence & text structure   Write different kinds of sentence: statement, question, exclamation, command. Use explain and structure   Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Write using subordination (when, if, that, because).   Correct formation of capital letters. Correct formation of capital letters. Correct formation of capital letters and digits of the correct size relative to one another same works that reflects the size of the letters and understand which letters, when adjacent to one another, are best left unjoined.   write capital letters and digits of the correct size of the letters.   Composition spell: See Appendix 1   Segmenting spoken words into phonemes and representing these by graphenes, spelling many correctly learning to spell common exception words.   Learning to spell common exception words   Learning to spell more words with contracted forms   Learning to spell more words, including a new common homophones   Learning to spell more words, including a new common homophones   Learning to spell more words with contracted forms   Learning to spell more words, including a new contracted forms   Learning to spell more words, including a new contracted forms   Learning to spell more words, including a new contracted forms   Learning to spell more words, including a new contracted forms   Learning to spell more words, including and the special problems are a special problems.   Learning to spell more words with contracted forms   Learning to spell more words, including an entracted forms   Learning to spell more words, including an entracted forms   Learning to spell more words, including an entracted forms   Learning to spell more words with the special problems are a special problems.   L					accurate reading				
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking tums and listening to what others say   explain and discuss* their understanding of books, poems and other works that are read to them and those that they listen to and those that they read for themselves.    Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification.   Write under headings / as introduction to paragraphs].   Use expanded noun phrases to add description & specification.   Write using subordination (when, if, that, because).   Correct & consistent tuse of present tense & past tense.   Correct description & specification.   State that the properties of the correct size relative to one another and understand which letters, when adjacent to one another start using some of the diagonal and horizontal strokes to gion. Beginning to join handwriting.   Evidence of diagonal & horizontal strokes to join. Beginning to join handwriting.   Correct formation of capital letters. Correct formation of digits.   Evidence of diagonal & horizontal strokes to join beginning to join handwriting.   Evidence of diagonal & horizontal strokes to join head understand which letters, when adjacent to one another are best lett uniquined.   International properties are best letting to the correct size, orientation and relationship to one another and to lower case letters of the correct size, orientation and relationship to one another and to lower case letters of the correct size, orientation and relationship to one another and to lower case letters of the correct size, orientation and relationship to one another and to lower case letters of the correct size, orientation and relationship to one another and understand which letters, when adjacent to make the development and relationship to one another and understand which letters, when adjacent to work in the development and relationship to one another and unders									
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  Writing  Sentence & text structure  Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification.  Write using subordination (when, if, that, because). Correct formation of lower case – finishing in right place. Correct formation of lower case – finishing in right place. Correct formation of digits. Correct formation of lower case – finishing in right place. Correct formation of lower case – finishing in right place. Correct formation of lower case – finishing in right place. Correct formation of explain letters. Correct formation of digits.  Expectation of capital letters. Correct formation of digits.  It is a sum of the correct size relative to one another and horizontal strokes needed to join handwriting.  Transcription spell: See Appendix 1  Segmenting spoken words into phonemes and representing these by graphenes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with contracted forms  Elearning to spell common exception words  Elearning to spell one words with contracted forms  Elearning to spell more words including —nent.—ness,—ful,—less,—ly apply spelling rules and guidance, as listed in English Appendix 1  Elearning to spell more words, including —nent.—ness,—ful,—less,—ly apply spelling rules and guidance, as li									
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Sentence & text structure Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & introduction to paragraphs]. Write using subordination (when, if, that, because). Correct & consistent use of present tense & past tense. Correct ornation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits. Evidence of diagonal & horizontal strokes to join. Beginning to join handwriting.    form lower-case letters of the correct size relative to one another another, are best left unijoined.   write capital letters and digits of the correct size, orientation and relationship to one another another, are best left unijoined.   learning to spell more words with each spelling, including a few common homophones and event of the correct size and the presence of the spelling in or spelling sare already known, and learn some words with contracted forms   learning to spell more words in the morphones and panctuation taught so far   learning the possessive apostrophe (singular) [for example, the girl's book]   writing distinguishing between homophones and panctuation taught so far   learning the possessive apostrophe (singular) [for example, the girl's book]   writing distinguishing between homophones and panctuation taught so far   learning to spell more words in the morphone shade and panctuation taught so far   learning to spell more words with contracted forms   learning to spell more words wit						<i>g</i>			
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Use expanded noun phrases to add description & specification.  Write using subordination (when, if, that, because).  Correct & consistent use of present tense & past tense.  Correct use of verb tenses.  Transcription spell: See Appendix 1  segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling, including a few common homophones    learning to spell common exception words   learning to spell more words with contracted forms   learning the possessive apostrophe (singular) [for example, the girl's book]   stingularing the sone plants   learning own additions and guidance, as listed in English Appendix 1   write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far    write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far    write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far    we ded to diagonal & horizontal strokes to join. Beginning to join handwriting of the correct size relative to one another and understand which letters, when adjacent to one another, are best left unjoined   write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters of the correct size, orientation and relationship to one another another, are best left unjoined   write apital letters and digits of the correct size, orientation and relationship to one another another passes where another passes of the letters.    writing apout real events   writing poetry   writing for different purposes   consider what they are going to write before beginning by:   manning or saying out loud what they are going to write apital letters and other pupils   manning or saying out loud what they are going to write apital says and or or events, including new	Write different kinds of sent	ence: statement, question,	Write under headings [as						
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Write using subordination (when, if, that, because).  Correct & consistent use of present tense & past tense.  Correct use of verb tenses.  Transcription spell: See Apendix 1  segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly   learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones   learning to spell common exception words   learning to spell more words with contracted forms   learning the possessive apostrophe (singular) [for example, the girl's book]   mitting down ideas and/or key words, including new vocabulary   learning to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1   write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	specification.								
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develop positive attitudes towards and stamina for writing by:    learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones   learning to spell more words with contracted forms   learning to spell more words with contracted forms   learning the possessive apostrophe (singular) [for example, the girl's book]   distinguishing between homophones and near-homophones Add suffixes to spell longer words, including —ment, —ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English Appendix 1   write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far    develop positive attitudes towards and stamina for writing by:   writing narratives about personal experiences and those of others (real and fictional)   writing narratives about personal experiences and those of others (real and fictional)   writing narratives about personal experiences and those of others (real and fictional)   writing narratives about personal experiences and those of others (real and fictional)   writing about real events   writing poetry   michally problems (arratives about personal experiences and those of others (real and fictional)   writing about real events   writing poetry   michally problems (arratives about personal experiences and those of others (real and fictional)   writing about real events   writing poetry   michally problems (arratives about personal experiences and those of others (real and fictional)   writing about real events   writing poetry   writing poetry   writing poetry   writing poetry   writing poetry   writing about real events   writing poetry   writing poet		Transcription spell: See Any	andiv 1						
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<ul> <li>□ learning to spell more words with contracted forms</li> <li>□ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>□ distinguishing between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1</li> <li>□ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>□ planning or saying out loud what they are going to write about</li> <li>□ writing down ideas and/or key words, including new vocabulary</li> <li>□ encapsulating what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing by:</li> <li>□ evaluating their writing with the teacher and other pupils</li> <li>□ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>□ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>									
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□ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly								
common exception words and punctuation taught so far  verbs in the continuous form  proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]									
□ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]									



Year 2 **English Curriculum Map** 

### Genres to cover in Yr 2

Descriptive writing Story writing – extended stories / stories by significant authors / same authors / traditional stories / stories with familiar settings Poems Nonsense Poems Concrete or Shape Poetry Imagery: use of language to create a vivid image Postcards Invitations Dairy entry Letters (informal) Instructions Writing a list Captions Label a Newspaper report Reports Information Texts Non Chronological Reports **Information Books** Persuasive Writing diagram Explanations

#### Grammar

Develop their understanding of the concepts set out in English Appendix 2 by:

□ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive

Learn how to use:  $\square$  sentences with different forms: statement, question, exclamation, command  $\square$  expanded noun phrases to describe and specify [for example, the blue butterfly]  $\square$  the present and past tenses correctly and consistently including the progressive form up subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Formation of **nouns** using **suffixes** such as: ness or er. Formation of adjectives using suffixes such as: ful, less. Use of **suffixes**: er and est to form comparisons of adjectives and adverbs.

Know what a **homophones** and near-homophones are.

**Subordination** using (when, if, that, or because)

**Co-ordination** using (or, and or but)

Expand **noun phrases** for description e.g. the blue butterfly, plain flour, the man in the moon.

Form sentences that use different forms: **statement**, question, exclamation, command.

Consistent use of **past tense** throughout writing. Consistent use of **present tense** throughout writing.

Continuous form of verbs in present and past tense. E.g. she is drumming, he was shouting.

Capital letters, full stops and exclamation marks used to demarcate sentences.

**Commas** used to separate items in a list

**Apostrophes** to mark contracted forms in spelling and the possessive apostrophe in singular nouns.

Write simple, grammatically accurate compound sentences.

Use **time connectives** such as 'then',

'before', 'meanwhile'.

Begin to use **subordination** in relation to time and reason.

Use **present** and **past** tenses consistently and correctly.

Use **capital letters**, including I, and **full stops** correctly.

Use question marks. Begin to use paragraphs to organise

Leave a line between paragraphs.

Understand the following vocab: verb, tense (past and present), adjective, noun, suffix, apostrophe, comma, homophone, and paragraph.

Tricky words: door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great break, steak, pretty, beautiful, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas.

## **Phonics/Spellings**

Revise previous sounds taught previously through teaching as these words will usually contain them.

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and v

The /s/ sound spelt c before e, i and y

The /n/ sound spelt kn and (less often) gn at the beginning of words

The /x/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt —le at the end of words

The /l/ or /əl/ sound spelt -el at the end of words

The /l/ or /əl/ sound spelt -al at the end of words

Words ending -il

The /ai/ sound spelt -y at the end of words

Adding -es to nouns and verbs ending in -v Adding -ed, -ing, -er and -est to a root word ending in -y with a

consonant before it. Adding the endings -ing, -ed, -er, -est and -v to words ending in

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

The /ɔ:/ sound spelt a before I and II The /A/ sound spelt o

-e with a consonant before it

The /i:/ sound spelt -ev The /p/ sound spelt a after w and qu The letter i is never used for the  $\frac{1}{3}$  ("dge") sound at the end of English words.

The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.

This spelling probably also reflects an old pronunciation.

The **-le** spelling is the most common spelling for this sound at the end of words

The **-el** spelling is much less common than **-le**.

The -el spelling is used after m, n, r, s, v, w and more often than not after s.

Not many nouns end in -al, but many adjectives do.

There are not many of these words.

This is by far the most common spelling for this sound at the end of words.

The v is changed to i before -es is added.

The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.

The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -v or any other suffix beginning with a vowel letter is added. The exception is being.

The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ı/, /v/ and  $/\Lambda/$ sound (i.e. to keep the vowel 'short'). **Exception**: The letter 'x' is never doubled: *mixing*, mixed, boxer, sixes.

The /ɔ:/ sound ("or") is usually spelt as **a** before **l** and **ll**.

other, mother, brother, nothing, Monday

The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys*.). **a** is the most common spelling for the  $\frac{p}{r}$  ('hot') sound after **w** and **qu**.

badge, edge, bridge, dodge, fudge / age, huge, change, charge, bulge, village

gem, giant, magic, giraffe, energy / jacket, jar, jog, join, adjust race, ice, cell, city, fancy

knock, know, knee, gnat, gnaw

write, written, wrote, wrong, wrap table, apple, bottle, little, middle

camel, tunnel, squirrel, travel, towel, tinsel

metal, pedal, capital, hospital, animal pencil, fossil, nostril

cry, fly, dry, try, reply, July

flies, tries, replies, copies, babies, carries

copied, copier, happier, happiest, cried, replied

...but copying, crying, replying

hiking, hiked,

patting, patted, humming, hummed, dropping sadder, saddest, fatter, fattest, runner

all, ball, call, walk, talk, always

key, donkey, monkey, chimney, valley want, watch, wander, quantity, squash The /s:/ sound spelt or after w
The /s:/ sound spelt ar after w
The /s:/ sound spelt ar after w
The suffixes – ment, – ness, –ful, – less and '-ly'

The suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.

The suffixes – ment, – ness, –ful, – less and '-ly'

There are not many of these words.
There are not many there are not many there are not many there a