

Year 2 BARNS GREEN ENGLISH FOR YEAR 2 – 2024-25 – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Memories		Bright Lights, Big City		Victorious Victorians	
Key Texts	<p>Super Duper You – 1 week</p> <p>The Day the Crayons Quit – Oliver Jeffers – 2 weeks</p> <p>First Big Book of Dinosaurs</p> <p>Dear Dinosaur</p> <p>Zim Zam Zoom Poetry – 1 week</p>	<p>An Engineer like Me</p> <p>Me by Emma Dodd – 1 week</p> <p>The Three Little Pigs – 2 weeks</p> <p>Star in the Jar by Sam Hay</p>	<p>Stanley's Stick</p> <p>Clean Up</p> <p>Caterpillar Shoes</p> <p>Supertato</p>	<p>Look Inside Our World</p> <p>Billy and the Beast</p> <p>Meerkat Mail</p> <p>A Great Big Cuddle</p>	<p>Tell Me a Dragon</p> <p>Queen Victoria's Bathing Machine</p> <p>The Little Red Hen</p>	<p>The Three Billy Goats Gruff</p> <p>Pirate Pete</p> <p>Not now Bernard</p> <p>Queen Victoria's Underpants</p> <p>Daisy Saves the Day</p>
Supporting Texts	<p>Fantastic Mr Fox</p> <p>The Way Back Home</p> <p>The Crayons go back to School</p> <p>We're All Wonders</p> <p>Amazing Grace</p> <p>How to Count to One Out and About</p> <p>The B on my Thumb</p> <p>Astro girl</p> <p>My hair</p>	<p>Paper Dolls</p> <p>Families</p> <p>After the Fall</p> <p>The Moose Belongs to Me</p> <p>Giraffes Can't Dance</p>	<p>Journey</p> <p>Flotsam</p> <p>Tiger Tiger Burning Bright</p> <p>The Puffin Book of Fantastic First Poems</p>	<p>Coming to England</p> <p>Silly Billy</p> <p>Paddington Bear</p>	<p>Julian is a Mermaid</p> <p>Poems Aloud</p> <p>Charlie and the Chocolate Factory</p> <p>Poems Aloud</p>	<p>Mr Majeka</p> <p>The Magnificent Thing</p> <p>Alfie</p>

Reading /	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.					
Guided Reading	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.					
	<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
Guided Reading texts (children who have completed RWI).	<ul style="list-style-type: none"> The Dot The Ugly Five by Julia Donaldson Little Red Riding Hood and the Wolf poetry 	<ul style="list-style-type: none"> The Snow Dragon The Hodgeheg chapter book Where the Fairies Are by David Harmer poetry 	<ul style="list-style-type: none"> The Owl Who was Afraid of the Dark (Chapter) The Lion Inside 	<ul style="list-style-type: none"> Where the Wild Things Are The Tin Forest by Helen Ward A Planet Full of Plastic (non-fiction) 	<ul style="list-style-type: none"> Diary of a Killer Cat (Anne Fine) chapter book Gorilla Anthony Browne 	<ul style="list-style-type: none"> The Dragon Machine Tidy by Emily Gravett Martha Maps it out (non-fiction) Leigh Hodgkinson
	<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>					

Speaking & Listening	<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 conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through predicting 	<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 develop understanding through predicting • Participate in discussions, presentations, performances, role play, improvisations and debates 	<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 different purposes, including for expressing feelings 	<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, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through predicting 	<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 expressing feelings • Use spoken language to develop understanding through predicting 	<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 justify answers, arguments and opinions • Speak audibly and fluently with an increasing command of Standard English
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Phonics	RWI - Children grouped according to phonic assessment
	Throughout the year children are taught to: <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 - o after wnd 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				
Writing	<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>					
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>An Engineer Like Me</p> <p>Description Diary</p> <p>Using a sequence of sentences to connect ideas and events.</p> <p>Using subordination to develop cohesion within and between sentences including using when, if, that, or because Using co-ordination (including or, and, but).</p> <ul style="list-style-type: none"> Using familiar and unfamiliar punctuation correctly including: <p>Full stops Capitals Exclamation marks Question marks.</p> <p>Me Sequencing</p> <p>The Three Little Pigs</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 <p>Supertato</p> <p>Stanley's Stick</p> <ul style="list-style-type: none"> Hypothesising, imagining and exploring ideas Use of ly to turn adjectives into adverbs 	<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 <p>Billy and the Beast Narrative</p> <ul style="list-style-type: none"> Using a sequence of sentences to connect ideas and events Using subordination to develop cohesion within and between sentences including using when, if, that, or because <p>Adding ing, ed and er, est, y to words of one syllable</p>	<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 <p>The Little Red Hen Traditional Tales Narrative</p> <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related Being able to draw on what they already know or on background information and 	<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>Daisy Saves the Day</p> <p>The Three Billy Goats Gruff</p> <p>Narrative Sequencing</p> <ul style="list-style-type: none"> Use spoken language to develop understanding through predicting Using the present and past tenses correctly and consistently Using both familiar and new punctuation correctly

<p>stops Capital letters Exclamation marks Question marks How words can combine to make sentences.</p> <p>The Day the Crayon's Quit</p> <ul style="list-style-type: none"> • Prediction and Discussion • Lists • Use spoken language to develop understanding through predicting • <p>Full stops Capitals Exclamation marks Question marks</p> <p>Sentence types – how the grammatical patterns in a sentence indicate its function as a question. How the grammatical patterns in a sentence indicate its function as a command</p> <p>Learning how to use both familiar and new punctuation correctly including commas</p> <p>First Big Book of Dinosaurs</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge <p>Sentence types – how the</p>	<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 expressing feelings • Using commas to separate items in lists • Using expanded noun phrases to expand and specify <p>Star in the Jar by Sam Hay</p> <ul style="list-style-type: none"> • Planning or saying what they are going to write about • Establishing purpose at general level • Some attempt at appropriate style with attention to read. 	<p>Sentence types –the function of an exclamation</p> <ul style="list-style-type: none"> • Patterns in a sentence to indicate its function as a statement <p>Clean it Up Information</p> <p>Using a sequence of sentences to connect ideas and events</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Using subordination to develop cohesion within and between sentences including using when, if, that, or because.</p> <p>Planning or saying what they are going to write about</p> <ul style="list-style-type: none"> • Thinking aloud as they collect ideas • Writing down key words and ideas including new vocabulary • Encapsulating what they want to say, sentence by sentence. <p>Caterpillar Shoes</p> <p>Planning or saying what they are going to write about</p>	<p>Look Inside Our World Explanation</p> <p>Accurate spelling of words with 'silent letters'</p> <ul style="list-style-type: none"> • Accurate use of the possessive apostrophes (singular) • Accurate spelling of words with more contracted forms • Forming nouns using suffixes such as – ness and –er and by compounding (for example whiteboard, superman) • Forming adjectives using suffixes such as –ful, - less • Using suffixes –er, - est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs <p>Meerkat Mail</p> <p>Postcards</p> <ul style="list-style-type: none"> • Diary <ul style="list-style-type: none"> • Ordering and sequencing material logically and reflecting reading experiences • Extending sequences of sentences to build sections or paragraphs of text • Using fitting openings and ending <p>A Great Big Cuddle</p>	<p>vocabulary provided by the teacher to predict what might happen or read between the lines</p> <ul style="list-style-type: none"> • Continuing to extend their understanding of what they have read by participating in role-play and other drama techniques to help them to identify with and explore characters • Making inferences on the basis of what is being said and done. • Using the present and past tenses correctly and consistently • Using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists. <p>Queen Victoria's Bathing Machine Information</p> <ul style="list-style-type: none"> • Planning or saying what they are going to write about • Thinking aloud as they collect ideas • Writing down key words and ideas including new vocabulary. • Using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<p>including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <ul style="list-style-type: none"> • Proof-reading to check for errors in spelling, grammar and punctuation • Extending sequences of sentences to build sections or paragraphs of text Using fitting openings and ending. <p>Pirate Pete Description</p> <ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence • continuous form. • Discussing the sequence of events in books and how items of information are related • Being able to draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen or read between the lines. <p>Not Now Bernard</p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Participate in discussions, presentations, performances, role
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	<p>grammatical patterns in a sentence indicate its function as a question. How the grammatical patterns in a sentence indicate</p> <ul style="list-style-type: none"> • Dear Dinosaur • Questions and a Letter • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Using expanded noun phrases to expand and specify • Conjunctions – using and, but, or • Subordination – Using when, if, that, because • Zim Zam Zoom • Poetry • Participate in discussions, presentations, performances, role play, improvisations and debates • Speak audibly and fluently with an increasing command of Standard English 		<ul style="list-style-type: none"> • Establishing purpose at general level • Some attempt at appropriate style with attention <p>Joining words and clauses using 'and'</p> <p>Supertato</p> <p>Character Description Instructions</p> <ul style="list-style-type: none"> • Using expanded noun phrases to expand and specify • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Evaluating own writing • Expanded noun phrases • 	<p>Poetry</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates • Speak audibly and fluently with an increasing command of Standard English • Proof reading own writing • Reading aloud own writing 	<ul style="list-style-type: none"> • Using time connectives and adverbs. <p>Tell Me a Dragon Poetry</p> <ul style="list-style-type: none"> • Being able to draw on what they already know or on background information and vocabulary provided by the teacher. • Thinking aloud as they collect ideas • Writing down key words and ideas including new vocabulary 	<p>play, improvisations and debates</p> <ul style="list-style-type: none"> • Apostrophes to mark missing letters and singular possession • Types of sentence <p>Queen Victoria's Underpants Instructions</p> <ul style="list-style-type: none"> • Use of ly to turn adjectives into adverbs • Using past and present tense consistently including the progressive form <p>Daisy Saves the Day Diary Invitation</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Participate in discussions, presentations, performances, role play, improvisations and debates • Checking writing makes sense
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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
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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				