

YEAR 2 ENGLISH CURRICULUM MAP

		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6			
Writing Literary experience	Title	Wolves	Jim and the Beanstalk	The Journey Home	Dear Earth	The Bear Under the Stairs	The Bear and The Piano	Tadpole's Promise	Grandad's Camper	Ocean Meets Sky	The Dragon Machine	The Great Fire of London	A Walk in London		
	Genre	Fiction	Fiction	Narrative	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction	Non-Fiction	Non-Fiction		
	Details	Picture Book	Picture Book	Science: Conservation	Picture Book	Picture Book	Picture Book	Picture Book – Science Link	Picture Book	Fantasy Fiction	Fantasy Fiction	Historical	Geographical		
Grammar and punctuation	Main Outcome	Non-Chron Report	Story	Letter	Informative Leaflet	Information	Narrative	Narrative	Narrative	Narrative	Narrative	Booklet	Tour Guide		
	Grammar and punctuation	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)	Joining words and joining clauses using and	Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Formation of adjectives using suffixes such as -ful, -less	
		Correct choice and consistent use of present tense and past tense throughout writing	Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	
		Sequencing sentences to form short narratives	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)
		Correct choice and consistent use of present tense and past tense throughout writing	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Capital letters for names and for the personal pronoun I	Capital letters for names and for the personal pronoun I	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing	Correct choice and consistent use of present tense and past tense throughout writing	Correct choice and consistent use of present tense and past tense throughout writing	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing
		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)	Correct choice and consistent use of present tense and past tense throughout writing	Correct choice and consistent use of present tense and past tense throughout writing	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Correct choice and consistent use of present tense and past tense throughout writing
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Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list	Commas to separate items in a list		
Writing	GP Retrieval	Spacing between words. Capital letters	suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Joining using 'and'	? or !	Compound words	Consistent tense	Suitable adjectives to describe	Commas in a list	Capital letters	Coordination (or, and, but)	Subordination (because, when, if, that)	Expanded noun phrases		
	Spelling	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ee ee ie ie e-e /igh/ igh ie i y ie /oa/ ow o a o-o oa oe ou TW, people eye whole	/l/ j g ge dge /l/ s ss c ce se se sc /oo/ ou /el/ ea /i/ y /oi/ a /ul/ o o-e /oo/ u oul schwa: er a or ar our re TW, once again any many friend busy pretty because laugh	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Why do some words have the spellings 'kn' and 'gn' for /n/ and 'wr' for /r/? Prickly spellings: one Homophones: knight/night	Why do some words end in 'kn' and 'gn' for /n/ and 'wr' for /r/? Prickly spellings: one Homophones: knight/night	Why do some words have the spellings 'kn' and 'gn' for /n/ and 'wr' for /r/? Prickly spellings: one Homophones: knight/night	The 'W special' How do 'w' and 'qu' change the sounds that 'i', 'or' and 'or' make in some words? Prickly spellings: who whole Homophones: our/hour	Why do some words end -le, -el, -al or -il? Prickly spellings: move improve Homophones: /too/two	Why does 'c' make the sound /s/ in some words? Prickly spellings: journey friend Homophones: see/sea	Why does 'c' make the sound /s/ in some words? Prickly spellings: rays said Homophones: here/hear	How can I show missing letters in a word? Prickly spellings: beautiful laugh! Homophones: there/their/they're	Why do some longer words have the spellings 'is' for /sh/? Prickly spellings: sure sugar shoe Homophones: sun/sun	When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Prickly spellings: thought through
		/oo/ /oo/ oo u-u ue ew ue ou ui /air/ air ar ear ear /ur/ er ur or ear /ow/ ou ow TW, through improve move prove shoe two who beautiful their parents	ie /eel/ igh/ y /eel/ /igh/ /i/ ea /eel/ /ai/ /al/ /al/ /or/ TW, friend	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Why do I swap the 'j' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Prickly spellings: two again Homophones: one/won	Why do some words end 'le', 'el', 'al' or 'il' in different words? Prickly spellings: any many Homophones: where/wear	Why do I swap the 'u' for an 'i' when I add the suffix -es? Prickly spellings: eye people Homophones: quite/quiet	How can I show missing letters in a word? Prickly spellings: beautiful laugh Homophones: there/their/they're	How can I spell the sound /zh/? Prickly spellings: busy pretty Homophones: be/bee	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? Prickly spellings: parents because Homophones: bare/hear	How do I use the possessive apostrophe (singular possession)? Prickly spellings: Mr Mrs (Ms)			
		/or/ or a ow oo oor al oar our our augh /r/ sh si su /ch/ ch /ch /ture* /th/ sh ti ch ssi ci si TW, thought sure		Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?											
		Spelling Retrieval	Suffix /s/es	Phase 4 longer words, compound words, their, when, what, one	'c' or 'ed'?	Y1/2 CEW focus from AfL	CCVC,CCVCV,CCV words, pure, sure, little, here	Grow the Code /or/ Review word endings s, ce, se, ze, le, al busy, because, improve beautiful	Why do I swap the 'u' for an 'i' when I add the suffix -es? Why do I drop the 'e' when I add the suffix -ing?	Y1/2 CEW focus from AfL	Question words: who, what, where, when, why	Split digraphs	K or ck at the end?	Y1/2 CEW focus from AfL	
Reading Literary experience	Title	Little Wandle Fluency Text	Little Wandle Fluency Text	Little Wandle Fluency Text	Little Wandle Fluency Text Or Lost Species	Little Wandle Fluency Text Or Rabbit and Bear	Little Wandle Fluency Text Or A Book of Bears	Little Wandle Fluency Text Or Too Small Tola	Little Wandle Fluency Text Or The Magic Finger	Cakes in Space	The Ride-by-Nights	Grimwood	The Street Beneath my Feet		
	Genre	Poetry is not for Me	Poetry is not for Me	Blaize and Flint	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Fiction	Poetry	Fiction	Non-fiction		
	Details				Natural history	Picture book	Picture book	Short story	Short novel	Picture book	Stories in verse/poems	Short novel	Scientific		
Reading	Reading learning	Fluency	Fluency	Fluency	Retrieve information	vocabulary	Retrieve Record	Character	Summarising	Retrieve and record	vocabulary	Inference	Record and retrieve		
					Retrieve information	inference	prediction	inference	inference	inference	Key aspects of text	prediction	vocabulary		
					Fluency	Fluency	Summarise	inference	Fluency	predict	inference	Fluency	Fluency		
Oracy	Voice 21/Anthem	Embedding class discussion guidelines and routines.		Gesture	Build sentence stems	Ask questions	Invite others	Build on other's ideas	Listening	Adapt for audience	Awareness of audience	Make connections	Listening		
Handwriting	A ay ey Ee ea ey Ie ide igh Oa ow oe	Do ue ew Oi ou oy Passage dictation assessment	Capital letters Ea ear ed Er ir ur	Ou ow ow Passage dictation assessment	Ar air are Al all alk Or on oe Whole alphabet	Ice ace cel Age age nge gen Passage dictation assessment Le el il l	Sh as es Ky hy ly Ting ring king Kn mb wr wh	War war wap Ily ely kly Passage dictation assessment	I'm I'll he's she's Common exception words con sion tion Common exception words	less ness Common exception words er ier est less Common exception words	Assessment Revisit past planning to close gaps	Handwriting rhymes to practice, identify gaps and close			