

# Year 2 (2024-2025) – English Curriculum

Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Writing</b>	<p><b>Writing</b></p> <p><b>'The Jolly Postman' by Allan Ahlberg</b> Purpose: To describe. Audience: People who would like to know more about the character from the story 'The Jolly Postman' by Allan Ahlberg. Form: A character description.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse a character description.</li> <li>To identify the features of a setting description.</li> <li>L.O: To punctuate sentences correctly using full stops and capital letters.</li> <li>L.O: To create expanded noun phrases to describe. (2ad sentence – when one or more adjectives are added between the determiner and the noun)</li> <li>L.O: To create expanded noun phrases to specify. (A sentence where additional information (that specifies the uniqueness / exact identity of the noun) is added in the form of an expanded noun phrase after the subject (initial noun) of the sentence) - To choose words that add interest or detail.</li> </ul> <p><b>'The Jolly Postman' by Allan Ahlberg</b> Purpose: To inform. Audience: Pupil's choice. Form: An invitation.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse an invitation.</li> <li>To identify the features of an invitation.</li> <li>L.O: To identify sentences with different forms.</li> <li>L.O: To use a statement sentence (Statements are sentences which tell you something. They end with a full stop.)</li> </ul>	<p><b>Writing</b></p> <p><b>'Lila and the Secret of Rain' by David Conway</b> Purpose: To describe. Audience: People who enjoy descriptive narrative. Form: A setting description.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse a setting description.</li> <li>To identify features of a setting description.</li> <li>L.O: To use expanded noun phrases for effect.</li> <li>L.O: To use coordinating conjunctions to join clauses. (or, and, but, so) (A 'BOYS sentence' Two independent (main) clauses joined by the use of a co-ordinating conjunction 'and, but, or, so')</li> <li>L.O: To use subordinating conjunctions to join clauses. (when, if, that, because) (A complex sentence - An independent (main) clauses joined with a subordinating clause through the use of a subordinating conjunction 'when, if, that, because')</li> <li>L.O: To use a range of conjunctions to join clauses.</li> <li>L.O: To use commas to separate items in a list. (A list sentence: A sentence that lists items (usually nouns) and uses commas to separate each item, except for the final two items in the list which are separated with the co-ordinating conjunction 'and')</li> </ul>	<p><b>Writing</b></p> <p><b>'Emily Brown and the Thing' by Cressida Cowell</b> Purpose: To explain. Audience: A character from the book (pupil's choice) Form: Instructions.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse a set of instructions.</li> <li>To identify features of a set of instructions.</li> <li>L.O: To turn adjectives into adverbs (using the suffix -ly) ('Double -ly ending sentences' An adverb (punctuated with a comma to show that it is separate to the main clause) is used to modify the independent (main) clause.)</li> <li>L.O: To use adverbials of time to order events. (Starting Sentences with an Adverb)</li> <li>L.O: To identify words written in the past tense.</li> <li>L.O: To identify words written in the present tense.</li> <li>L.O: To use present and past tenses correctly.</li> <li>L.O: To use the progressive form of verbs (in the present and past tense to mark actions in progress)</li> </ul> <p><b>'Emily Brown and the Thing' by Cressida Cowell</b> Purpose: To entertain. Audience: People who enjoyed the story of 'Emily Brown and the Thing' by Cressida Cowell. Form: A narrative (A sequel)</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse a narrative.</li> <li>To identify the structure of a narrative.</li> <li>L.O: To identify the contracted form of words.</li> <li>L.O: To use words in the contracted form. (To use apostrophes to punctuate</li> </ul>	<p><b>Writing</b></p> <p><b>'The Day the Crayons Quit' by Drew Daywalt</b> Purpose: To inform and explain. Audience: Pupil's choice. Form: A letter.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse a letter.</li> <li>To identify features of a letter.</li> <li>L.O: To turn adjectives into comparative adjectives and superlative adjectives (using suffixes -er and -est)</li> <li>L.O: To use coordinating conjunctions to join clauses. (or, and, but, so) (A 'BOYS sentence')</li> <li>L.O: To use subordinating conjunctions to join clauses. (when, if, that, because) (A complex sentence)</li> <li>L.O: To use a range of conjunctions to join clauses.</li> <li>L.O: To use commas to separate items in a list. (A list sentence)</li> <li>L.O: To identify the contracted form of words.</li> <li>L.O: To use words in the contracted form. (To use apostrophes to punctuate words in their contracted forms.)</li> <li>L.O: To use apostrophes to show singular possession. (e.g. the girl's bag, the boy's jacket)</li> <li>L.O: To identify when to use an apostrophe for possession or omission.</li> <li>L.O: To use a command sentence ('Imperative Verb sentences')</li> <li>Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.)</li> </ul> <p><b>Poetry Performance Week: Poems with the theme of 'Birds'</b> Purpose: To entertain</p>	<p><b>Writing</b></p> <p><b>'The Worst Witch' by Jill Murphy</b> Purpose: To entertain. Audience: People who have enjoyed reading 'The Worst Witch' by Jill Murphy and want to read about the characters in a new narrative. Form: A narrative.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse a narrative.</li> <li>To identify features of a narrative structure.</li> <li>L.O: To form adjectives using suffixes. (-ment and -ness)</li> <li>L.O: To form adjectives using suffixes. (-ful and -less)</li> <li>L.O: To use a range of conjunctions to join clauses.</li> <li>L.O: To create expanded noun phrases to describe. (2ad sentence)</li> <li>L.O: To create expanded noun phrases to specify. (Specify uniqueness or exact identity of the noun)</li> <li>L.O: To use adverbials of time to order events. (Starting Sentences with an Adverb)</li> <li>L.O: To use adverbials of manner. (Starting Sentences with an Adverb to show how)</li> </ul>	<p><b>Writing</b></p> <p><b>'The Worst Witch' by Jill Murphy</b> Purpose: To inform and explain. Audience: People who would like to learn more about... (pupil's choice). Form: A fact file.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> <li>L.O: To analyse a fact file.</li> <li>To identify features of a fact file.</li> <li>L.O: To form nouns using suffixes -ness and -er.</li> <li>L.O: To use a range of conjunctions to join clauses.</li> <li>L.O: To form nouns through compounding root words. (e.g. superman, whiteboard, football)</li> <li>L.O: To use a statement sentence (Statements are sentences which tell you something. They end with a full stop.)</li> <li>L.O: To use a question sentence (Questions are sentences that ask you something. They usually end with a question mark.)</li> <li>L.O: To use an exclamation sentence (Exclamations are sentences that begin with 'what' or 'how', or interjections (e.g. 'wow', 'oh no', 'ouch'). They are full sentences, include a verb and end with an exclamation mark.)</li> </ul>

	<ul style="list-style-type: none"> <li>L.O: To use a command sentence ('Imperative Verb sentences')</li> <li>Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.)</li> <li>L.O: To use a question sentence (Questions are sentences that ask you something. They usually end with a question mark.)</li> <li>L.O: To use an exclamation sentence (Exclamations are sentences that begin with 'what' or 'how', or interjections (e.g. 'wow', 'oh no', 'ouch'). They are full sentences, include a verb and end with an exclamation mark.)</li> <li>L.O: To correctly punctuate sentences with different forms. (exclamation marks and question marks)</li> <li>L.O: To use and apply sentences in their different forms for effect.</li> <li>L.O: To identify words written in the past tense.</li> <li>L.O: To identify words written in the present tense.</li> <li>L.O: To use present and past tenses correctly.</li> </ul>		<p>words in their contracted forms.)</p> <ul style="list-style-type: none"> <li>L.O: To use apostrophes to show singular possession. (e.g. the girl's bag, the boy's jacket)</li> <li>L.O: To identify when to use an apostrophe for possession or omission.</li> <li>L.O: To create expanded noun phrases to describe. (2ad sentence)</li> <li>L.O: To create expanded noun phrases to specify. (Specify uniqueness or exact identity of the noun)</li> <li>L.O: To use adverbials of time to order events. (Starting Sentences with an Adverb)</li> <li>To choose words that add interest or detail.</li> </ul>	<p>Audience: Other classes around the school Form: A poetry performance / recital</p>		
<b>Reading</b>	<p><b>Book Talk:</b> 'The Jolly Postman' by Allan Ahlberg</p> <p><b>Teacher Read Class Stories:</b> 'Billy and the Beast' by Nadia Shireen</p> <p>'The Proudest Blue' by Ibtihaj Muhammad</p> <p>'So Much' by Trish Cooke</p> <p>'The Naughtiest Unicorn' by Pip Bird</p> <p><b>Science Texts:</b> 'The Great Paper Caper' by Oliver Jeffers (Everyday materials)</p>	<p><b>Book Talk:</b> 'Lila and the Secret of Rain' by David Conway</p> <p><b>Teacher Read Class Stories:</b> 'How to be Cooler Than Cool' by Sean Taylor</p> <p>'The Tunnel' by Anthony Browne</p> <p>'Goldilocks and Just the One Bear' by Leigh Hodgkinson</p> <p>'George's Marvellous Medicine' by Roald Dahl</p>	<p><b>Book Talk:</b> 'Emily Brown and the Thing' by Cressida Cowell</p> <p><b>Teacher Read Class Stories:</b> 'Aaron Slater, Illustrator' by Andrea Beaty</p> <p>'The Emerald Forest' by Catherine Ward</p> <p>'Milo's Monster' by Tom Percival 'Flat Stanley' by Jeff Brown</p> <p><b>Science Texts:</b> 'The Disgusting Sandwich' by Gareth Edwards (Animals, including Humans)</p>	<p><b>Book Talk:</b> 'The Day the Crayons Quit' by Drew Daywalt</p> <p><b>Teacher Read Class Stories:</b> 'A Bear's Guide to Beekeeping' by Pip Cornell</p> <p>'Once Upon an Ordinary School Day' by Colin McNaughton</p> <p>'How to Wash a Woolly Mammoth' by Michelle Robinson</p> <p>'An Alien in the Jam Factory' by Chrissie Sains</p> <p><b>Science Texts:</b> 'The Flower' by John Light (Plants)</p>	<p><b>Book Talk:</b> 'The Worst Witch' by Jill Murphy</p> <p><b>Teacher Read Class Stories:</b> 'The Fixer of Broken Things' by Julia Patton</p> <p>'Dear Earth' by Isabel Otter</p> <p>'Look Up!' by Nathan Bryon</p> <p>'Martin's Mice' by Dick King-Smith</p> <p><b>Science Texts:</b> 'Harry the Poisonous Centipede' by Lynne Reid Banks &amp; Tony Ross (Living Things and Their Habitats)</p>	<p><b>Book Talk:</b> 'The Worst Witch' by Jill Murphy</p> <p>'Diary of a Killer Cat' by Anne Fine</p> <p><b>Teacher Read Class Stories:</b> 'The Gecko and the Echo' by Rachel Bright</p> <p>'The Wall and the Wild' by Christina Dendy</p> <p>'Einstein the Penguin' by Iona Rangeley</p> <p><b>Science Texts:</b> 'Wild World' by Angela McAllister &amp; Hvasv &amp; Hannibal (Living Things and Their Habitats)</p>
<b>Spelling Rules</b>	<p>1. The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.</p>	<p>8. The /l/ or /ul/ sound spelled '-le' at the end of words.</p> <p>9. The /l/ or /ul/ sound spelled '-el' at the end of words. This</p>	<p>14. Adding '-es' to nouns and verbs ending in 'y.'</p>	<p>19. Adding 'er' to words ending in 'e' with a consonant before it.</p> <p>20. Adding '-ing' to words of one syllable. The last letter is</p>	<p>24. Challenge Words</p> <p>25. The /ee/ sound spelled '-ey'</p>	<p>29. The suffixes '-ment' and '-ness'</p> <p>30. The suffixes '-ful' and '-less' If a suffix starts with a consonant</p>

	<p>2.The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'</p> <p>3. The /j/ sound spelled with a g.</p> <p>4. The /s/ sound spelled c before e, i and y.</p> <p>5.The /n/ sound spelled kn and gn at the beginning of words.</p> <p>6.Challenge Words</p> <p>7. The /r/ sound spelled 'wr' at the beginning of words.</p>	<p>spelling is used after m, n, r, s, v, w and commonly s.</p> <p>10. The /l/ or /ul/ sound spelled '-al' at the end of words.</p> <p>11. Words ending in '-il.'</p> <p>12.Challenge Words</p> <p>13. The long vowel 'i' spelled with a y at the end of words.</p>	<p>15. Adding '-ed' to words ending in y. The y is changed to an i.</p> <p>16.Adding '-er' to words ending in y. The y is changed to an i.</p> <p>17. Adding 'ing' to words ending in 'e' with a consonant before it.</p> <p>18.Challenge Words</p>	<p>doubled to keep the short vowel sound.</p> <p>21.Adding '-ed'" to words of one syllable. The last letter is doubled to keep the short vowel sound.</p> <p>22.The 'or' sound spelled 'a' before ll and ll</p> <p>23.The short vowel sound 'o.'</p>	<p>26.Words with the spelling 'a' after w and qu.</p> <p>27. The /er/ and /or/ sound spelled with or or ar.</p> <p>28.The /z/ sound spelled s.</p>	<p>letter. It is added straight onto most root words.</p> <p>31.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>32.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>33.Words ending in '-tion.'</p> <p>34.Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.</p> <p>35.The possessive apostrophe (singular)</p>
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