



Streetsbrook Infant & Early Years Academy

English Curriculum Overview

	Year 2 Autumn Term
	Phonics, Spelling and Reading at Streetsbrook are supported by Little Wandle, Letters and Sound Revised www.littlewandlelettersandsounds.org.uk/ This overview sits alongside our Little Wandle provision
Autumn	Reading • Read texts aloud, accurately, that are consistent with their developing phonic knowledge • Read these texts fluently without overt sounding and blending – aim for at least 60 words per minute • Reread these texts to build fluency, prosody and confidence in word reading • Use talk to demonstrate their understanding of texts they can read independently and those read to them • Participate in book talk, including asking questions, making predictions, sharing ideas and opinions and begin to make simple inferences • Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction • Listen attentively for longer and be able to follow longer stories read aloud • Build vocabulary by hearing books read aloud and be able to use new vocabulary independently • Recognise recurring literary language in stories and poetry • Retell a range of familiar stories in increasing detail, using recurring language where relevant • Build a repertoire of poems learnt by heart • Understand how we can use books and other text based sources to 'research' a topic • Enjoy books independently with growing focus and attention, following their own interests and preferences Writing Transcription • Write from memory dictated sentences that include words using the GPCs and common exception words taught so far, include a capital and a full stop • Write words using accurate grapheme phoneme correspondences (GPC) • Spell Y1 Common Exception Words correctly and begin to spell some Y2 Common Exception Words correctly • Use capital letters for names, places, days of the week, and personal pronoun 'I' • Punctuate sentences using a capital letter and a full stop • Where appropriate begin to punctuate sentences with a question mark /exclamation mark • Use the present tense and past tense mostly correctly • Begin to write some extended sentences using co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses • Be introduced to commas for lists • Be introduced to apostrophes for contracted forms and the possessive (singular) • Be introduced to sentences with different forms: statement, question, exclamation, command

	Composition • Write in a variety of learning activities, exploring a range of purposes for recording, including responding to a book based stimulus • Use talk to order and sequence their thinking prior to 'writing' (talk for writing) Begin to use logical sequencing e.g. beginning, middle and end • Write sentences that are sequenced to form a short narrative using the think it, say it, write it, read it model if required • Start to engage the reader by using adjectives to describe Little Wandle Spelling • Complete Phase 5 Review & Bridge to Spelling, Begin Year 2 Spelling Programme Letter Formation & Handwriting • Sit correctly at a table, holding a pencil comfortably and correctly • Know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) Long Ladder, One Armed Robot, Curly Caterpillar & Zig Zag Letters and consistently form letters correctly, starting and finishing in the right place • Form capital letters and digits correctly starting and finishing in the right place • Begin to form digits, lower case and capital letters of the correct size relative to one another • Use spacing between words consistently Key Terminology: letter, capital letter, word, space, sentence, punctuation, full stop, question mark, exclamation mark, singular, plural, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma
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	Year 2 Spring Term
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Spring	Reading • Read texts aloud, accurately, that are consistent with their phonic knowledge, including recognising alternative sounds for graphemes and common suffixes • Read these texts fluently without overt sounding and blending, aim for 60 – 90 words per minute • Reread these texts to build fluency, prosody and confidence • Use talk to demonstrate understanding of texts read independently and texts read to them, including asking questions, making predictions and sharing ideas and opinions, where relevant referring to the text to support their response • Make inferences based on what is being said and done within a text • Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction • Enjoy books independently with increased focus and attention, following their own interests and preferences • Listen attentively for an extended time, following a story shared over multiple sessions • Discuss and clarify the meaning of words, linking new meanings to known vocabulary

- Discuss favourite words and phrases from texts read independently **and texts read to them**
- Retell stories in sequence and with increasing detail
- Build a repertoire of poems learnt by heart
- Understand how we can use books and other text based sources to 'research' a topic
- Recognise some of the ways non-fiction books may be structured and know why this is useful

Writing

Transcription

- Write from memory dictated sentences that include words using the GPCs and common exception words taught so far, include a capital and a full stop
- Write words using accurate grapheme phoneme correspondences (GPC)
- Spell Y1 Common Exception Words correctly and begin to spell some Y2 Common Exception Words correctly in independent writing
- Use capital letters for names, places, days of the week, and personal pronoun 'I'
- Punctuate sentences using a capital letter and a full stop
- Where appropriate begin to punctuate sentences with a question mark /exclamation mark
- Use the present tense and past tense mostly correctly
- Write some extended sentences using co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- Begin to use commas for lists
- Begin to use apostrophes for contracted forms and the possessive (singular)
- Begin to use different forms: statement, question, exclamation, command

Composition

- Write for a range of purposes including in response to a book based stimulus, exploring a range of themes, genres and purposes for writing
- Use talk to order and sequence their thinking prior to 'writing' (talk for writing) Begin to use logical sequencing e.g. beginning, middle and end
- Write sentences that are coherently sequenced to form a short narrative
- Include some extended sentences using co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- Start to engage the reader by using an increasing range of vocabulary, including adjectives to describe
- Start to improve quality of writing by using a variety of punctuation, sentence forms and extended sentences

Little Wandle Spelling

- Year 2 Spelling Programme continued

Letter Formation & Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form digits, lower case and capital letters correctly starting and finishing in the right place
- Form digits, lower case and capital letters of the correct size relative to one another
- Use spacing between words consistently
- Begin to use **diagonal** strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined (see Y2 Handwriting MTP)

Key Terminology: letter, capital letter, word, space, sentence, punctuation, full stop, question mark, exclamation mark, singular plural, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma

Year 2 Summer Term

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Summer

Reading

- Read most Y1 and Y2 common exception words
- Read texts aloud, accurately, that are consistent with their phonic knowledge, including recognising alternative sounds for graphemes and common suffixes
- Read these texts fluently without overt sounding and blending, aim for 90 words per minute
- Reread these texts to build fluency, prosody and confidence
- Use talk to demonstrate understanding of texts read independently **and texts read to them**, including asking questions, making predictions and sharing ideas and opinions, where relevant referring to the text to support their response
- Make inferences based on what is being said and done within a text
- Take pleasure in books and reading activities, enjoying an increasing range of books, including non-fiction
- Enjoy books independently with increased focus and attention, following their own interests and preferences
- Listen attentively for an extended time, following a story shared over multiple sessions
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary
- Discuss favourite words and phrases from texts read independently **and texts read to them**
- Retell stories in sequence and in increasing detail
- Build a repertoire of poems learnt by heart
- Begin to use books and other text based sources to 'research' a topic
- Recognise some of the ways non-fiction books may be structured and know why this is useful
- Begin to know how to use, Contents page, Index, Glossary

Writing

Transcription

- Write from memory dictated sentences that include words using the GPCs and common exception words taught so far, include a capital and a full stop
- Write words using accurate grapheme phoneme correspondences (GPC)
- Spell Y1 and Y2 Common Exception Words correctly in independent writing
- Use capital letters for names, places, days of the week, and personal pronoun 'I'

- Punctuate sentences using a capital letter and a full stop/question mark /exclamation mark
- Use the present tense and past tense correctly

Composition

- Write for a range of purposes, including in response to a book based stimulus, exploring a range of themes, genres and purposes for writing
- Use talk to order and sequence their thinking prior to 'writing' (talk for writing)
- Write sentences that are coherently sequenced to form a short narrative
- Include some extended sentences using co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- Where appropriate use commas for lists
- Where appropriate use apostrophes for contracted forms and the possessive (singular)
- Engage the reader by using an increasing range of vocabulary, including adjectives to describe
- Improve quality of writing by using a variety of punctuation, sentence forms and some extended sentences
- Start to evaluate and improve writing including re-reading for sense and proof-reading to check for errors in spelling, grammar or punctuation

Little Wandle Spelling

- Year 2 Spelling Programme continued

Letter Formation & Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form digits, lower case and capital letters correctly starting and finishing in the right place
- Use the **diagonal** strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined (see Y2 Handwriting MTP)
- Begin to use **horizontal** strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined (see Y2 Handwriting MTP)
- Form digits, lower case and capital letters of the correct size relative to one another
- Use spacing between words consistently

Key Terminology: letter, capital letter, word, space, sentence, punctuation, full stop, question mark, exclamation mark, singular plural, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma