ALTRINCHAM CE AIDED PRIMARY SCHOOL

Altrincham CE Aided Primary School English Curriculum
Owls: Year 2

Autumn

Class novel and core texts:

Troll Swap by Leigh Hodgkinson



Trolls Go Home by Alan McDonald



Creakers by Tom Fletcher

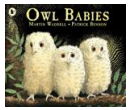


Class novel and core texts:

The Owl Who Was Afraid of the Dark by Jill Tomlinson
Chapter and picture book versions



Owl Babies by Martin Waddell and Patrick Benson



The Wind in the Willows by Kenneth Grahame



Poetry:
Autumn 1:
The Owl and the Pussy-Cat by Edward Lear

Autumn 2:
'Twas the Night Before Christmas by Clement Clarke Moore

Spring

Class novel and core texts:

The Dragon Machine by Helen Ward



Charlotte's Web by E.B. White

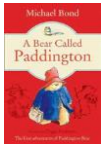


Class novel and core texts:

My Name Is Not Refugee by Kate Milner



A Bear Called Paddington by Michael Bond



World Book Day whole-school text - changes annually.

Poetry:
Spring 1:
A Great Big Cuddle: Poems for the Very Young by Michael Rosen

Spring 2:
Jellybean poem

Summer

Class novel and core texts:

The Last Wolf by Mini Grey



Fantastic Mr Fox by Roald Dahl



Class novel and core texts:

Grandad's Secret Giant by David Litchfield



The Twin Giant by Dick King-Smith



Poetry:
Summer 1 & 2:
Apes to Zebras: An A-Z of Shape Poems by Liz Brownlee, Sue Hardy-Dawson and Roger Stevens

Writing tasks: **<u>Autumn 1:</u>** Fiction/narrative: character story, using *Troll Swap* as a plan base Poetry: *The Next Adventures of the Owl and the Pussy-Cat* **<u>Autumn 2:</u>** Non-fiction: non-chronological report (fact file) Poetry: Christmas poetry	**Writing tasks:** **<u>Spring 1:</u>** Fiction/narrative: adventure story Non-fiction: instructional writing, how to build a robot machine **<u>Spring 2:</u>** Non-fiction: recount, diary entry Poetry: Easter poetry <u>World Book Day</u> writing; changes each year, inspired by our whole-school text	**Writing tasks:** **<u>Summer 1:</u>** Non-fiction: persuasive letter Non-fiction: information poster **<u>Summer 2:</u>** Fiction/narrative: story with a moral focus Poetry: shape poem

Spelling:

Autumn 1:

- Phase 5 GPCs, including polysyllabic words
- Homophones: sea/see, be/bee, blue/blew
- /aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)
- Year 2 common exception words

Autumn 2:

- Phase 5 GPCs not yet secure
- Homophones: to/two/too
- /dʒ/ spelt 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'
- /s/ spelt 'c' before 'e', 'i' and 'y'
- Homophones: here/hear, one/won, sun/son
- /n/ spelt 'kn' and 'gn' at the beginning of words
- Year 2 common exception words

Spelling:

Spring 1:

- /aɪ/ spelt 'y'
- Common exception words: could, should, would
- Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)
- /l/ or /əl/ spelt '-le' at the end of words and following a consonant
- Adding '-ing', '-ed', '-er' and '-est' to words ending in 'e' with a consonant before it; adding '-y' to words ending in 'e' with a consonant before it
- /iː/ spelt 'ey'
- Near homophones: quite/quiet; homophones and near homophones
- /r/ spelt 'wr'
- Common exception words: most, both, only; move, prove, improve
- Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel
- Year 2 common exception words

Spring 2:

- /ɒ/ spelt 'a' after 'w' and 'qu'
- /ʒ/ spelt 's'
- Homophones: new/knew, there/their/they're
- Adding '-es' to nouns and verbs ending in 'y'
- The possessive apostrophe (singular nouns)
- Adding suffixes '-ful', '-less' and '-ly'
- Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)
- Words ending '-tion'
- Year 2 common exception words

Spelling:

Summer 1:

- /l/ or /əl/ spelt '-el' at the end of words
- Adding '-ing', '-ed', '-er' and '-est' to words ending in '-y'
- /ɔː/ spelt 'a' before 'l' and 'll'
- /ɔː/ spelt 'ar' after 'w'
- Suffixes '-ment' and '-ness'
- /ɜː/ spelt 'or' after 'w'
- The possessive apostrophe (singular nouns)
- /l/ or /əl/ spelt '-al' at the end of words
- Year 2 common exception words

Summer 2:

- Spellings and concepts that pupils need to secure (revision of the Year 2 programme)
- Homophones
- /ʌ/ spelt 'o'
- /l/ or /əl/ spelt '-il' at the end of words
- Year 2 common exception words

<table>
<tr>
<td>Punctuation and grammar:
<u>Autumn 1:</u>
• Adding suffixes
• Nouns
• Adjectives

<u>Autumn 2:</u>
• Verbs
• Adverbs
• Capital letters
• Full stops
• Contractions</td>
<td>Punctuation and grammar:
<u>Spring 1:</u>
• Possessive apostrophes
• Conjunctions (and, but, or)
• Compound words

<u>Spring 2:</u>
• Past tense
• Present tense</td>
<td>Punctuation and grammar:
<u>Summer 1:</u>
• Expanded noun phrases
• Subordinating conjunctions (because, when, if, that)

<u>Summer 2:</u>
• Commas in lists
• Types of sentences (commands, exclamations, questions and statements)</td>
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<td colspan="3">Oracy/spoken language opportunities:
• Weekly ‘Topical Talk’ and ‘Thursday Thunk’, following a guided approach to speaking and listening
• Show and Tell opportunities
• Reading aloud: choral reading, echo reading and peer reading
• Developing storyteller voices when reading to each other or to the class
• Preparing and rehearsing a poem or short text to read aloud or perform, thinking about pace, intonation and emphasis
• Learning rhymes, poems and songs by heart, using call and response so that everyone can join in
• Retelling familiar stories, using story maps and beginning, middle and end; dramatising stories the children know well
• Performing texts, including celebrating National Poetry Day and <u>World Book Day</u>
• Christmas Nativity performance
• Class assembly</td>
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<tr>
<td colspan="3">Whole Class Guided Reading & Home Learning:
• Two sessions per week using Word Sparks Guided Reading texts, with the focus alternating between fiction and non-fiction
• Two sessions per week using Comprehension Ninja text extracts, with the focus alternating between fiction, non-fiction and poetry
• Teachers read texts aloud to model fluent reading, explain new vocabulary and ask text-specific questions. Pupils read and listen to whole books, not just extracts, and build fluency through echo reading, choral reading, partner reading and rehearsing texts to perform
• Children have reading books matched to their current reading ability, which are changed weekly. Initially these continue with the Phonics Bug scheme until children reach Phase 5 phonics. They then progress onto the Oxford scheme, before finally moving to age-appropriate chapter books
• Children who are still working through the phonics programme read a decodable book most days, matched to the phonics they have been taught, so that they can read it fluently and with success
• Children visit the school library once a week and choose a book to take home
• It is our expectation that all children read at home for a minimum of 10 minutes a day and families complete the child's reading journal to reflect this
• Books and ideas are shared with parents so that stories, rhymes and songs are enjoyed together at home
• Designated story time every day: teachers prepare the story, re-read favourites, explore new vocabulary once a story is familiar and dramatise stories the children know well
• A core set of read-aloud stories and non-fiction, both traditional and modern and set in the UK and around the world, so that all children see themselves and others in the books they hear
• Personal reading time in class and book votes in class
• Local library visits and author visits</td>
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