

	English	Framework	Year 2
	Autumn Term	Spring Term	Summer Term
Content	<p><b>Non-Fiction: Non chronological reports</b>  <i>Books: Butterflies</i>  <b>Makes simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation (KPI-W)</b>  <i>Explain how different types of writing, including narratives, are structured and apply this to their own and others' writing</i>  <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways (KPI-R)</b>  - Read and discuss non chronological reports, identifying organisational features and presentation for various subjects  - Retrieve and share information from reports  - investigate the language used in non-chronological reports  - Plan a report using headings, subheadings, key details, paragraphs and information  - Write their own non-chronological report</p> <p><b>Poetry – Classic Poems</b>  <i>Books: Christina Rosetti Poems</i>  <b>Develop positive attitudes towards, and stamina for, writing, by writing for different purposes (KPI-W)</b>  <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently (KPI-R)</b></p>	<p><b>Non-Fiction: Explanations</b>  <i>Explain how different types of writing, including narratives, are structured and apply this to their own and others' writing</i>  <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related (KPI-R)</b>  <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways (KPI-R)</b>  <i>Books: Butterfly Life Cycles</i>  - What is an explanation? Looking at the language used and information included  - Investigate non-fiction books, create glossaries/indexes etc.  - Sequence explanations (flow diagrams)  - Write explanations based on topic</p> <p><b>Poetry – Patterns on the page</b>  <b>Develop positive attitudes towards, and stamina for, writing, by writing for different purposes (KPI-W)</b>  <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently (KPI-R)</b>  <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i>  <i>Books: London, Plague, Fire</i></p>	<p><b>Non-Fiction: Information texts</b>  <b>Makes simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation (KPI-W)</b>  <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently (KPI-R)</b>  <i>Explain how different types of writing, including narratives, are structured and apply this to their own and others' writing</i>  <b>Listen to and discuss a wide range of stories, poems, plays and information books, including whole books</b>  <i>Books: Seaside Books, Space Books</i>  Non-fiction text layout  What is in a non-fiction text  Compare the differences and similarities between non-fiction texts.  Make fact files  Write own section for a class non-fiction book  Find relevant information in non-fiction texts  Answer questions using the non-fiction books to find the answers.</p> <p><b>Poetry - Really looking</b>  <b>Develop positive attitudes towards, and stamina for, writing, by writing for different purposes (KPI-W)</b>  <b>Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to,</b></p>

	<p><b>Participates in discussions about books, poems, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (KPI-R)</b>  <b>Justify the views about what has been read, with support</b></p> <ul style="list-style-type: none"> <li>- Look at classic children's poems</li> <li>- Memorise and perform poems focusing on expression and characterisation</li> <li>- Identify features of poems e.g. rhyme, pattern and layout</li> <li>- Create their own poems based on a given starting point</li> </ul> <p><b>Narrative: Traditional Tales</b>  <i>Books: Rumpelstiltskni, Three Little Pigs and The Three Billy Goats Gruff</i></p> <p><b>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence (KPI-W)</b>  <b>Explain how different types of writing, including narratives, are structured and apply this to their own and others' writing</b></p> <p><b>Develops pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales (KPI-R)</b>  <b>Identify cause and effect in both narrative and non-fiction</b>  <b>Play roles and improvise scenes in various settings</b></p> <ul style="list-style-type: none"> <li>- Hot seat characters, write a character description</li> <li>- compare different versions of the same story, identifying how characters have changed and how events change as a result of the characters actions</li> <li>- Write dialogue for the characters</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate acrostic poems, read and discuss the layout and the impact of the structure</li> <li>- Perform poetry, reading with expression</li> <li>- Plan and write their own acrostic poems</li> </ul> <p><b>Narrative: Different stories by the same author</b>  <i>Books: Into the Forest, Hansel and Gretel and Piggy Book by Anthony Browne</i></p> <p><b>Develop positive attitudes towards, and stamina for, writing, by writing for different purposes (KPI-W)</b>  <b>Think aloud as they collect ideas, draft and re-read to check their meaning is clear.</b>  <b>Explain how different types of writing, including narratives, are structured and apply this to their own and others' writing</b></p> <p><b>Develops pleasure in reading, motivation to read, vocabulary and understanding by retelling a range of stories, fairy stories and traditional tales (KPI-R)</b></p> <ul style="list-style-type: none"> <li>- Compare the differences and similarities in the author's stories</li> <li>- List likes and dislikes about the author's stories</li> <li>- Write book reviews</li> <li>- Explore characters through role play, hot seating</li> <li>- Make posters and character profiles</li> <li>- Compare characters and look for character changes within stories</li> <li>- Re-write a familiar story</li> <li>- Write a story with a known character in an alternate setting</li> </ul>	<p><b>discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently (KPI-R)</b></p> <p>Patterns occurring in the rhyming words  Writing endings to already written poems.  Put actions to poems  Writing own poems</p> <p><b>Extended stories by significant authors</b>  <i>Books: Anthoney Browne stories</i></p> <p><b>Develop positive attitudes towards, and stamina for, writing, by writing for different purposes (KPI-W)</b></p> <p><b>Participates in discussions about books, poems, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (KPI-R)</b>  <b>Play roles and improvise scenes in various settings</b></p> <ul style="list-style-type: none"> <li>- Discuss the story settings, characters/ similarities, differences</li> <li>- Write reviews about the books, focusing on main characters, events and how the characters change</li> <li>- What do they notice about the authors stories- e.g. themes</li> <li>- Do they recognise stories by the same author</li> <li>- Write questions they would ask the author</li> <li>- Hot seating the characters in the stories.</li> <li>- From reading the text answer questions about the characters.</li> <li>- Create their own versions of recipes, clever tricks, sweets, missing and wanted posters</li> <li>- Write letters to the main characters</li> </ul>
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Spelling	<p><b>Use NELSON SPELLING BOOK 2</b></p> <p>Makes simple additions, revisions and corrections to writing by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (KPI-W)</p> <p><i>Spell words in a phonically plausible way, even if sometimes incorrectly.</i></p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p>	<p><b>Use RWI and NELSON SPELLING BOOK</b></p> <p>Makes simple additions, revisions and corrections to writing by learning new ways of spelling phonemes for which one or more spellings are already known; and learn some word with each spelling including a few common homophones (KPI-W)</p> <p><i>Apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words.</i></p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p>	<p><b>Use RWI and NELSON SPELLING BOOK</b> Makes simple additions, revisions and corrections by proof-reading to check for errors in spelling, grammar and punctuation (KPI-W)</p> <p><i>Use more word-specific knowledge of spelling, include</i></p> <p><i>ing homophones, and is able to do this for both single-syllable and multi-syllabic words.</i></p> <p><i>Learning to spell more words with contracted form</i></p> <p><i>Learning the possessive apostrophe</i></p> <p><i>Please follow the guidance for spellings set out in English Appendix 1 of the National Curriculum 2014.</i></p>
Handwriting	<p><b>Use PENPALS SCHEME YEAR 2</b></p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (KPI-W)</p> <p><i>Use spacing between words that reflects the size of the letters</i></p>	<p><b>Use PENPALS SCHEME YEAR 2</b></p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (KPI-W)</p> <p><i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></p>	<p><b>Use PENPALS SCHEME YEAR 2</b></p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (KPI-W)</p> <p><i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></p>
Grammar	<p><b>Use NELSON GRAMMAR BOOK 2</b></p> <p>Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but) (KPI-W)</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences (KPI-W)</p>	<p><b>Use NELSON GRAMMAR BOOK 2</b></p> <p>Use commas to separate items in a list (KPI-W)</p> <p>Uses the correct choice and consistent use of present tense and past tense throughout a written piece (KPI-W)</p>	<p><b>Use NELSON GRAMMAR BOOK 2</b></p> <p>Uses the suffixes –er and –est in adjectives and –ly to turn adjectives into adverbs (KPI-W)</p> <p><i>Use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them</i></p>

	<p><i>Develop their understanding of the concepts set out in English Appendix 2 (NC 2014) by learning to use both familiar and new punctuation correctly</i></p> <p><i>Learn how to use expanded noun phrases to describe and specify</i></p>	<p>Makes simple additions, revisions and corrections by proof-reading to check for errors in spelling, grammar and punctuation (KPI-W)</p> <p><i>Learn how to use sentences with different forms: statement, question, exclamation, command</i></p>	<p><i>correctly to examples of real language, such as their own writing. E.g. subordination and coordination</i></p> <p><i>Learn how to use some features of written Standard English</i></p>
Guided Reading	<p><b>Use Rigby Star Scheme</b></p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes (KPI-R)</p> <p>Reads accurately words of two or more syllables that contain the same graphemes as above (KPI-R)</p> <p>Participates in discussions about books, poems, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (KPI-R)</p> <p><i>Take part in discussion, considering the opinion of others</i></p> <p><i>Decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation</i></p>	<p><b>Use Rigby Star Scheme</b></p> <p>Reads most words at an instructional level 93-95 percent quickly and accurately without overt sounding and blending, when they have been frequently encountered (KPI-R)</p> <p>Understand both the books they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far (KPI-R)</p> <p><i>Monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic</i></p>	<p><b>Use Rigby Star Scheme</b></p> <p>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (KPI-R)</p> <p>Rereads these books to build up their fluency and confidence in word reading (KPI-R)</p> <p>Understand both the books they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading (KPI-R)</p>
Class Novel	<p><b>Develops pleasure in reading, motivation to read, vocabulary and understanding (KPI-R)</b></p> <p><b>Understand both the books they can already read accurately and fluently and those that they listen to by answering questions (KPI-R)</b></p> <p>The Lion, the Witch and the Wardrobe – CS Lewis  Charlie and the Chocolate Factory – R Dahl  Killer Cat – A Fine  The Paper dolls – J Donaldson</p>	<p><b>Develops pleasure in reading, motivation to read, vocabulary and understanding (KPI-R)</b></p> <p><b><i>Exercise choice in selecting books.</i></b></p> <p>The Sheep Pig – DK Smith  Butterfly Lion – M Morpurgo  Gorilla – A Browne  Flat Stanley – J Brown</p>	<p><b>Develops pleasure in reading, motivation to read, vocabulary and understanding (KPI-R)</b></p> <p><b>Participates in discussions about books, poems, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (KPI-R)</b></p> <p>Black Dog – L Pinfold  Paddington – M Bond  The Enchanted Wood – E Blyton  Amazing Grace –M Hoffman</p>