



Park View Community School - Whole school English Map

Year 2	Autumn 1 (7)	Autumn 2 (6)	Spring 1 (5)	Spring 2 (4)	Summer 1 (6)	Summer 2 (7)
Focus text	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level The invisible by Tom Percival (narrative) Little leaders by Vashti Harrison (non-chronological report) 	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level The street beneath my feet by Charlotte Guillain The Snowman by Raymond Briggs 	<p>Focus texts:</p> <ul style="list-style-type: none"> Frog or toad (information text) Dinosaur times (information text) Train of fear (story) Sisters for Sale by Colin Bradbury (story) Parents and their Young (explanation) The Three Little Pigs Traditional Tale The Smartest Giant in Town by Julia Donaldson 	<p>Focus texts:</p> <ul style="list-style-type: none"> Animal conflicts (information text) The lazy giant (chapter book story) Tiger by Usha Kishore (poetry) Journey to the Deep (non-chronological text) Revolting rhymes by Roald Dahl Barnabus project by The Fan Brothers 	<p>Focus texts:</p> <ul style="list-style-type: none"> Oh Otto (chapter book story) Oh Gnome! By Lou Kuenzler (playscript) Beauty and the Beast by Gill Howell (traditional tale) A bear called Paddington by Michael Bond The Big Book of the UK by Imogen Russell 	<p>Focus texts:</p> <ul style="list-style-type: none"> Beach detectives (chapter book story) Chocolate Planet by John Blake (fantasy story) Chocolate (information text) The Day the Crayons Quit by Drew Daywalt George's Marvellous Medicine by Roald Dahl
	<p>Reading Objectives</p> <p>I can use my phonics skills to decode words I can correct myself when I am reading I can read by blending most sounds in words, including some alternative sounds for graphemes I can read some words with more than two syllables I can read some common exception words I enjoy reading I can talk about the sequence of a story</p>	<p>Reading Objectives</p> <p>I can use my phonics skills to decode words I can correct myself when I am reading I can read by blending most sounds in words, including some alternative sounds for graphemes I can read some words with more than two syllables I can read some common exception words I enjoy reading I can predict about what might</p>	<p>Reading Objectives</p> <p>I can use my phonics skills to decode words until I can read fluently I can read by blending the sounds in words, including alternative sounds for graphemes I can read words with more than two syllables I can read words with some suffixes I can read further exception words I can read familiar words</p>	<p>Reading Objectives</p> <p>I can use my phonics skills to decode words until I can read fluently I can read by blending the sounds in words, including alternative sounds for graphemes I can read words with more than two syllables I can read words with some suffixes I can read further exception words I can read familiar words</p>	<p>Reading Objectives</p> <p>I can use my phonics skills to decode words until I can read fluently I can read by blending the sounds in words, including alternative sounds for graphemes I can read words with more than two syllables I can read words with some suffixes I can read further exception words I can read familiar words</p>	<p>Reading Objectives</p> <p>poetry I can use my phonics skills to decode words until I can read fluently I can read by blending the sounds in words, including alternative sounds for graphemes I can read words with more than two syllables I can read words with some suffixes I can read further exception</p>

	<p>I can recognise repeated language</p> <p>I can predict about what might happen in a book</p> <p>I can talk about characters and events</p>	<p>happen in a book</p> <p>I can talk about characters and events</p> <p>I can understand books by using my background and using vocabulary or ideas given by my teacher knowledge</p>	<p>quickly and accurately without sounding and blending</p> <p>I can read books out loud by sounding out new words</p> <p>I can re-read books to help me become more fluent</p> <p>I enjoy reading</p> <p>I can talk about the sequence of events in books and how things are related</p> <p>I can talk about and check the meaning of words and linking them to other words</p> <p>I can check that the text makes sense when I read it</p> <p>I can correct my own reading</p> <p>I know how non-fiction books are structured</p> <p>I can listen to and talk about different poetry, stories and non-fiction</p>	<p>quickly and accurately without sounding and blending</p> <p>I can read books out loud by sounding out new words</p> <p>I can re-read books to help me become more fluent</p> <p>I enjoy reading</p> <p>I can talk about the sequence of events in books and how things are related</p> <p>I can retell a wide range of stories</p> <p>I can talk about and check the meaning of words and linking them to other words</p> <p>I can check that the text makes sense when I read it</p> <p>I can correct my own reading</p> <p>I can make some inferences about what happens</p> <p>I can ask and answer questions</p> <p>I can predict what will happen using what has happened in the text so far</p>	<p>quickly and accurately without sounding and blending</p> <p>I can read books out loud by sounding out new words</p> <p>I can re-read books to help me become more fluent</p> <p>I enjoy reading</p> <p>I can talk about the sequence of events in books and how things are related</p> <p>I can retell a wide range of stories</p> <p>I can talk about and check the meaning of words and linking them to other words</p> <p>I can check that the text makes sense when I read it</p> <p>I can correct my own reading</p> <p>I can make some inferences about what happens</p> <p>I can ask and answer questions</p> <p>I can predict what will happen using what has happened in the text so far</p>	<p>words</p> <p>I can read familiar words quickly and accurately without sounding and blending</p> <p>I can read books out loud by sounding out new words</p> <p>I can re-read books to help me become more fluent</p> <p>I enjoy reading</p> <p>I can talk about the sequence of events in books and how things are related</p> <p>I can talk about and check the meaning of words and linking them to other words</p> <p>I can check that the text makes sense when I read it</p> <p>I can correct my own reading</p> <p>I know how non-fiction books are structured</p> <p>I can listen to and talk about different poetry, stories and non-fiction</p> <p>I can talk about their favourite words and phrase</p> <p>I can recognise simple repeated language</p> <p>I can learn poems by heart and recite using intonation</p>
<p>SPAG</p> <p><i>focus</i></p>	<p><u>SPAG focus/Objectives</u></p> <ul style="list-style-type: none"> • Spelling rules • Spelling common exception words • Writing dictated sentences • Punctuation (capital letters, full stops and apostrophes, colon) • Prefix un • Use appropriate features (headings, sub-headings, expanded non phrases, time adverbials) • Word types (nouns and adjectives) 	<p><u>SPAG focus/Objectives</u></p> <ul style="list-style-type: none"> • Spelling rules • Spelling common exception words • Writing dictated sentences • Punctuation (capital letters, full stops and commas) • Homophones and near homophones • Various suffixes (ed ing) • Use appropriate features (expanded non phrases, capital letters and commas) • Word types (nouns, adjectives and verbs) 	<p><u>SPAG focus/Objectives</u></p> <ul style="list-style-type: none"> • Spelling rules • Spelling common exception words • Writing dictated sentences • Punctuation (capital letters, full stops and apostrophes for omission, colon) • Homophones and near homophones • Various suffixes (er est) • Past tense • Use appropriate features (expanded non phrases, capital 	<p><u>SPAG focus/Objectives</u></p> <ul style="list-style-type: none"> • Spelling rules • Spelling common exception words • Writing dictated sentences • Punctuation (capital letters, full stops and apostrophes for omission, colon) • Homophones and near homophones • Various suffixes (ful, less, ly)) • Past tense • Use appropriate features (expanded non phrases, capital 	<p><u>SPAG focus/Objectives</u></p> <ul style="list-style-type: none"> • Spelling rules • Spelling common exception words • Writing dictated sentences • Punctuation (capital letters, full stops and apostrophes for omission, colon) • Homophones and near homophones • Various suffixes (ment and ness) • Past tense • Use appropriate features (expanded non phrases, capital 	<p><u>SPAG focus/Objectives</u></p> <ul style="list-style-type: none"> • Spelling rules • Spelling common exception words • Writing dictated sentences • Punctuation (capital letters, full stops and apostrophes for omission, colon) • Homophones and near homophones • All suffixes • Past tense • Use appropriate features (expanded non phrases, capital letters and

			<p>letters and commas)</p> <ul style="list-style-type: none"> • Word types (nouns, adjectives and verbs) 	<p>letters and commas)</p> <ul style="list-style-type: none"> • Word types (nouns, adjectives, verbs and adverbs) 	<p>letters and commas)</p> <ul style="list-style-type: none"> • Word types (nouns, adjectives, verbs and adverbs) 	<p>commas)</p> <ul style="list-style-type: none"> • Word types (nouns, adjectives, verbs and adverbs)
Big Write and genre	<p>Genres/ Big Writes: Narrative Fact files</p>	<p>Genres/ Big Writes: Explanation text Winter poem</p>	<p>Genres/ Big Writes: Newspaper article Narrative</p>	<p>Genres/ Big Writes: Poetry Narrative</p>	<p>Genres/ Big Writes: Recount Non-chronological report</p>	<p>Genres/ Big Writes: Letter Instructions</p>
	<p>Writing Objectives</p> <p>I can use capital letters and full stops I can segment spoken words into phonemes and represent graphemes, spelling some correctly and making phonically plausible attempts at others I can spell some common exception words I can form lower-case letters in the correct direction, starting and finishing in the right place I can form lower case-letters of the correct size relative to one another in some of their writing I can use finger spaces</p>	<p>Writing Objectives</p> <p>I can use capital letters and full stops I can segment spoken words into phonemes and represent graphemes, spelling some correctly and making phonically plausible attempts at others I can spell some common exception words I can form lower-case letters in the correct direction, starting and finishing in the right place I can form lower case-letters of the correct size relative to one another in some of their writing I can use finger spaces</p>	<p>Writing Objectives</p> <p>I can write about real events, recording these simple and clearly I can demarcate most sentences with capital letters and full stops I can demarcate sentences with question marks I can use past and present tense consistently I can use co-ordinating conjunctions (and but or) I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others I can spell many KS1</p>	<p>Writing Objectives</p> <p>I can write about real events, recording these simple and clearly I can demarcate most sentences with capital letters and full stops I can demarcate sentences with question marks I can use past and present tense consistently I can use co-ordinating conjunctions (and but or) I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others I can spell many KS1</p>	<p>Writing Objectives</p> <p>I can write about real events, recording these simple and clearly I can demarcate most sentences with capital letters and full stops I can demarcate sentences with question marks and exclamation marks I can use past and present tense consistently I can use co-ordinating conjunctions (and but or) I can use subordinating conjunctions (when, if, that, because) I can segment spoken words into phonemes and represent these by graphemes, spelling many</p>	<p>Writing Objectives</p> <p>I can write about real events, recording these simple and clearly I can demarcate most sentences with capital letters and full stops I can demarcate sentences with question marks and exclamation marks I can use past and present tense consistently I can use co-ordinating conjunctions (and but or) I can use subordinating conjunctions (when, if, that, because) I can segment spoken words into phonemes and represent these by graphemes, spelling many</p>

			<p>common exception words I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters. I can use finger spaces between words that reflects the size of the letters.</p>	<p>common exception words I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters. I can use finger spaces between words that reflects the size of the letters.</p>	<p>of these words correctly and making phonetically-plausible attempts at others. I can spell many KS1 common exception words I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters. I can use finger spaces between words that reflects the size of the letters.</p>	<p>of these words correctly and making phonetically-plausible attempts at others. I can spell many KS1 common exception words I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters. I can use finger spaces between words that reflects the size of the letters.</p>
<p>Speaking and Listening objectives</p>	<p>I can listen and respond appropriately to adults and their peers I can ask relevant questions to extend my understanding and knowledge I can use relevant strategies to build my vocabulary</p>	<p>I can listen and respond appropriately to adults and their peers I can ask relevant questions to extend my understanding and knowledge I can use relevant strategies to build my vocabulary I can speak audibly and fluently with an increasing command of Standard English</p>	<p>I can listen and respond appropriately to adults and their peers I can ask relevant questions to extend my understanding and knowledge I can use relevant strategies to build my vocabulary I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments I can speak audibly and fluently with an increasing command of Standard English</p>	<p>I can listen and respond appropriately to adults and their peers I can ask relevant questions to extend my understanding and knowledge I can use relevant strategies to build my vocabulary I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings I can speak audibly and fluently with an increasing command of Standard English I can gain, maintain and monitor the interest of the listener(s) I can articulate and justify answers, arguments and opinions I can participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>I can listen and respond appropriately to adults and their peers I can ask relevant questions to extend my understanding and knowledge I can use relevant strategies to build my vocabulary I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments I can speak audibly and fluently with an increasing command of Standard English I can gain, maintain and monitor the interest of the listener(s) I can articulate and justify answers, arguments and opinion I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>I can listen and respond appropriately to adults and their peers I can ask relevant questions to extend my understanding and knowledge I can use relevant strategies to build my vocabulary I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments I can speak audibly and fluently with an increasing command of Standard English I can consider and evaluate different viewpoints, attending to and building on the contributions of others. I can select and use appropriate registers for effective communication.</p>
<p>Class Author</p>	<p><u>Mini Grey</u></p>	<p><u>Valerie Thomas</u></p>	<p><u>Valerie Thomas</u></p>	<p><u>Emily Gravett</u></p>	<p><u>Bethan Woolvin</u></p>	<p><u>Bethan Woolvin</u></p>

