

## Year 2 English Map

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• <b>2 week English Focus-Narrative traditional tales 'The enormous turnip'</b></li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• <b>2 week English Focus-Narrative persuasive Letter to Santa</b></li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• Cottonwood Colin by Jeanne Willis (picture book)</li> <li>• Sisters for Sale by Colin Bradbury (story)</li> <li>• Parents and their Young (explanation)</li> <li>• <b>2 week English Focus-Non-chronological reports</b></li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• The Fish Who Could Wish by John Bush (picture book)</li> <li>• Tiger by Usha Kishore (poetry)</li> <li>• Journey to the Deep (non-chronological text)</li> <li>• <b>2 week English Focus-Letters</b></li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• Little Croc's Purse by Lizzie Finlay (picture book)</li> <li>• Oh Gnome! By Lou Kuenzler (playscript)</li> <li>• The Super Car Boot Toy Sale</li> <li>• Gnome, Sweet, Gnome! (persuasive)</li> <li>• Billy Monster's Daydream by Alan Durant (picture book)</li> <li>• Beauty and the Beast by Gill Howell (traditional tale)</li> <li>• <b>2 week English Focus-Newspaper reports</b></li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• How to Turn a Class Hamster into a Dinosaur (instruction text)</li> <li>• G.E.M by Jane Clark (picture book)</li> <li>• Chocolate Planet by John Blake (fantasy story)</li> <li>• Chocolate (information text)</li> </ul> <p style="text-align: center;"><b>2 week English Focus-Poetry and Rhyme.</b></p>

	<b>Reading Objectives</b>	<b>Reading Objectives</b>	<b>Reading Objectives</b>	<b>Reading Objectives</b>	<b>Reading Objectives</b>	<b>Reading Objectives</b>
	<p>I can use my phonics skills to decode words</p> <p>I can correct myself when I am reading</p> <p>I can read by blending most sounds in words, including some alternative sounds for graphemes</p> <p>I can read some words with more than two syllables</p> <p>I can read some common exception words</p> <p>I enjoy reading</p> <p>I can talk about the sequence of a story</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>I can use my phonics skills to decode words</p> <p>I can correct myself when I am reading</p> <p>I can read by blending most sounds in words, including some alternative sounds for graphemes</p> <p>I can read some words with more than two syllables</p> <p>I can read some common exception words</p> <p>I enjoy reading</p> <p>I can predict about what might 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>I can use my phonics skills to decode words until I can read fluently</p> <p>I can read by blending the sounds in words, including alternative sounds for graphemes</p> <p>I can read words with more than two syllables</p> <p>I can read words with some suffixes</p> <p>I can read further exception 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 use my phonics skills to decode words until I can read fluently</p> <p>I can read by blending the sounds in words, including alternative sounds for graphemes</p> <p>I can read words with more than two syllables</p> <p>I can read words with some suffixes</p> <p>I can read further exception 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 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 use my phonics skills to decode words until I can read fluently</p> <p>I can read by blending the sounds in words, including alternative sounds for graphemes</p> <p>I can read words with more than two syllables</p> <p>I can read words with some suffixes</p> <p>I can read further exception 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 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>poetry</p> <p>I can use my phonics skills to decode words until I can read fluently</p> <p>I can read by blending the sounds in words, including alternative sounds for graphemes</p> <p>I can read words with more than two syllables</p> <p>I can read words with some suffixes</p> <p>I can read further exception 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>

			I can listen to and talk about different poetry, stories and non-fiction	I can make some inferences about what happens I can ask and answer questions I can predict what will happen using what has happened in the text so far	I can make some inferences about what happens I can ask and answer questions I can predict what will happen using what has happened in the text so far	I know how non-fiction books are structured I can listen to and talk about different poetry, stories and non-fiction I can talk about their favourite words and phrase I can recognise simple repeated language I can learn poems by heart and recite using intonation
<b>SPAG focus</b>	<b><u>SPAG focus/Objectives</u></b> I can apply spelling rules and guidance, as listed in English Appendix 1 I can spell some common exception words I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	<b><u>SPAG focus/Objectives</u></b> I can apply spelling rules and guidance, as listed in English Appendix 1 I can spell some common exception words I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones I can distinguish between homophones and near-homophones	<b><u>SPAG focus/Objectives</u></b> I can apply spelling rules and guidance, as listed in English Appendix 1 I can spell most common exception words I can distinguish between homophones and near-homophones I can spell words with contracted forms	<b><u>SPAG focus/Objectives</u></b> I can apply spelling rules and guidance, as listed in English Appendix 1 I can spell words more with contracted forms I can use the possessive apostrophe (singular)	<b><u>SPAG focus/Objectives</u></b> I can apply spelling rules and guidance, as listed in English Appendix 1 I can add suffixes to spell longer words, including -ful, -less, -ly	<b><u>SPAG focus/Objectives</u></b> I can apply spelling rules and guidance, as listed in English Appendix 1 I can add suffixes to spell longer words, including -ment and -ness

<p>Big Write and genre</p>	<p><u>Genres/ Big Writes:</u>  Narrative-Retelling traditional tale  Character description  *<u>Extra topic-based big write in topic/RE/science book</u>  Description of self-linked to Science topic 'Humans'</p>	<p><u>Genres/ Big Writes:</u>  Traditional tales 'Little Red Riding Hood'  <u>Extra topic-based big write in topic/RE/science book</u>  Persuasive poster  Letter to Santa</p>	<p><u>Genres/ Big Writes:</u>  Non-chronological reports  <u>Extra topic-based big write in topic/RE/science book</u>  Postcard  Instructions (how to plant a seed)</p>	<p><u>Genres/ Big Writes:</u>  Persuasive letters about climate change  <u>Extra topic-based big write in topic/RE/science book</u>  Captain cook character description  Adventure story  Persuasive writing</p>	<p><u>Genres/ Big Writes:</u>  Newspaper article  <u>Extra topic-based big write in topic/RE/science book</u>  Comic strips  Kennings poems</p>	<p><u>Genres/ Big Writes:</u>  poetry  <u>Extra topic-based big write in topic/RE/science book</u>  Information leaflet about London</p>
	<p><u>Writing Objectives</u>  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><u>Writing Objectives</u>  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><u>Writing Objectives</u>  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</p>	<p><u>Writing Objectives</u>  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</p>	<p><u>Writing Objectives</u>  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</p>	<p><u>Writing Objectives</u>  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</p>

			<p>I can spell many KS1 common exception words</p> <p>I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters</p> <p>I can use finger spaces between words that reflects the size of the letters.</p>	<p>I can spell many KS1 common exception words</p> <p>I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters</p> <p>I can use finger spaces between words that reflects the size of the letters.</p>	<p>many of these words correctly and making phonetically-plausible attempts at others</p> <p>I can spell many KS1 common exception words</p> <p>I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters</p> <p>I can use finger spaces between words that reflects the size of the letters.</p>	<p>many of these words correctly and making phonetically-plausible attempts at others</p> <p>I can spell many KS1 common exception words</p> <p>I can write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters</p> <p>I can use finger spaces between words that reflects the size of the letters.</p>
<p><b>Speaking and Listening objectives</b></p>	<p>I can listen and respond appropriately to adults and their peers</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build my vocabulary</p>	<p>I can listen and respond appropriately to adults and their peers</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build my vocabulary</p> <p>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</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build my vocabulary</p> <p>I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>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</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build my vocabulary</p> <p>I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>I can speak audibly and fluently with an increasing command of Standard English</p> <p>I can gain, maintain and monitor the interest of the listener(s)</p> <p>I can articulate and justify answers, arguments and opinions</p> <p>I can participate in</p>	<p>I can listen and respond appropriately to adults and their peers</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build my vocabulary</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>I can speak audibly and fluently with an increasing command of Standard English</p> <p>I can gain, maintain and monitor the interest of the listener(s)</p> <p>I can articulate and justify answers, arguments and opinion</p> <p>I can use spoken</p>	<p>I can listen and respond appropriately to adults and their peers</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build my vocabulary</p> <p>I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>I can speak audibly and fluently with an increasing command of Standard English</p> <p>I can consider and</p>

				discussions, presentations, performances, role play, improvisations and debates	language to develop understanding through speculating, hypothesising, imagining and exploring ideas	evaluate different viewpoints, attending to and building on the contributions of others I can select and use appropriate registers for effective communication.
<b>Class Author</b>	<b>Mini Grey</b>	<b>Valerie Thomas</b>	<b>Valerie Thomas</b>	<b>Emily Gravett</b>	<b>Bethan Woolvin</b>	<b>Bethan Woolvin</b>