

HOLBROOK PRIMARY SCHOOL

English Curriculum Map

YEAR 2



Fiction and poetry text types	Texts to support curriculum and story time	
Stories with familiar settings	My two grannies The trouble with dogs! An evening at Alfie's Not old enough Five minutes' peace Get lost, Laura! Cottonwool Colin The Gordon star Dogger Oscar got the blame Amazing Grace	Benjamin, Floella Graham, Bob Hughes, Shirley Middleton, Charlotte Murphy, Jill Northway, Jennifer Willis, Jeanne Patterson, Rebecca Hughes, Shirley Ross, Tony Hoffman, Mary

Traditional stories	<p>Any traditional stories and fairy tales</p> <p>The Truth About Hansel and Gretel The three little wolves and the big bad pig Jim and the beanstalk The Jolly Postman or other people's letters The paper bag princess The boy who cried wolf The Brocaded Slipper (Big book) Footprints in the forest, a Chembakoli story Katie Morag and the two grandmothers Rumpelstiltskin (Big Book) Where the forest meets the sea Hansel and Gretel (AND) The princess and the pea The enormous turnip The lion and the mouse : an Aesop's fable The true story of the 3 little pigs Hansel and Gretel</p>	<p>Law, Karina Law and Philpot, Graham Trivizas, Eugene Briggs, Raymond Ahlberg, Janet Munsch, Robert Ross, Tony Vuong, Lynette Dyer Ghazi, Taahra Hedderwick, Mairie Parkes, Brenda Baker, Jeannie Impey, Rose Beck, Ian retold by A J Wood Scieszka, Jon Browne, Anthony</p>
Stories by significant authors	Dependent on choice of authors	
Poems with patterns	<p>What shapes an ape? Shape Special shapes Bear in a square Wiggle and roar Picture a poem</p>	<p>Douthwaite, Gina Law, Felicia Seuss, Dr Blackstone, Stella Donaldson, Julia Douthwaite, Gina</p>

<p>Silly poems</p>	<p>Ding Dong bell, what's that funny smell? Nonsense verse Silly stuff Michael Rosen's book of very silly poems Who's been sleeping in my porridge? A book of wacky poems and pictures Tongue twisters to tangle your tongue The classic treasury of silly poetry Mrs White had a fright and other songs and chants The mysteries of Zigomar Ook the book Michael Rosen's book of nonsense The height of absurdity Laugh out loud : Funny poems Silly verse for kids</p>	<p>Anholt, Lawrence Carroll, Lewis Hample, Stoo chosen by Michael Rosen McNaughton, Colin</p> <p>Resnick, Jane Barrs, Myra Ahlberg, Allan Rovetch, Lissa Rosen, Michael West, Colin chosen by Fiona Waters Milligan, Spike</p>
<p>Poems to describe</p>	<p>Nibble nibble: poems for children The deer and the earwig: a poem and a story Insect Soup: bug poems The bugliest bug Minibeast poems Wild and wonderful : poems about the natural world</p>	<p>Brown, Margaret Wise Donaldson, Julia Polisar, Barry Louis Shields, Carol Diggory Foster, John compiled by Tony Bradman</p>

READING

Word Reading	Comprehension	
<p>Pupils should be taught to:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>-Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>-Read words containing common suffixes</p> <p>-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>-Reread these books to build up their fluency and confidence in word reading</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -Discussing the sequence of events in books and how items of information are related -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -Being introduced to non-fiction books that are structured in different ways -Recognising simple recurring literary language in stories and poetry -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases -Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read, and correcting inaccurate reading -Making inferences on the basis of what is being said and done -Answering and asking questions -Predicting what might happen on the basis of what has been read so far -Participate in discussion 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 -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

YEAR 2 - WRITING

TRANSCRIPTION					
Spelling				Handwriting	
Pupils should be taught to:		Common exception 'red' words			
<ul style="list-style-type: none"> • Adding the suffix -ment • Adding the suffix -ness (adding to a root word with no change to the root word). • -ness (swapping y to i). • Adding the suffix -ful • Adding the suffix -less • Adding the suffix -ly • The j sound. • Soft c . • The n sound spelt kn and gn. • The r sound spelt wr. • Words ending in -le. • Words ending in -el. • Words ending in -al. • Words ending in -il • Words where s makes the zh sound. • The igh sound spelt y • Adding the suffix -es • (where the root word ends in y). • Adding the suffix -ed (swapping y for i). • Adding the suffix -ed 	<ul style="list-style-type: none"> • Adding the suffix -y (to words ending in e). • Adding the suffix -y (to words ending in a short vowel and a consonant). • Adding the suffix -ing (to words ending in e or ie). • Adding the suffix -ing (to words ending in a short vowel and a consonant). • The or sound spelt a before l and ll. • The u sound spelt o, and the or sound spelt ar after w. • The ee sound spelt ey. • The o sound spelt a after w and qu. • The ir sound spelt or after w. • The u sound spelt o, and the or sound spelt ar after w. • Words ending in -il and words where s 	a above after again all any anyone are ask bath be beautiful because behind both bought break brother busy buy by call caught child children Christmas class climb clothes	grass great half has he her here his hold hour house how I improve is kind last love many me mind Monday money most mother move Mr Mrs my	pull push put said Saturday saw says school she should small so some son steak sugar Sunday sure tall the there they thought through Thursday today told Tuesday two	Pupils should be taught to: Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters

<p>(dropping e to add -ed</p> <ul style="list-style-type: none"> • Adding the suffixes -er or -est (swapping y for i). • Adding the suffixes -er or -est (words where no change is needed; words ending in e). • Adding the suffixes -er or -est (doubling consonant, where the root word ends in short vowel plus consonant). 	<p>makes the zh sound.</p> <ul style="list-style-type: none"> • Words ending in -tion. • Homophones • Possessive apostrophes • Contractions and apostrophes 	<p>cold come could do does door down every even everybody eye fast father find floor Friday friend full go gold</p>	<p>now no of old once one only other our over parents past pass path people plant poor pretty prove</p>	<p>walk want was watch water we wear Wednesday were what where who whole why wild worse would you your</p>	
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COMPOSITION

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - **writing for different purposes**
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - **encapsulating what they want to say, sentence by sentence**

- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - **proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)**
- read aloud what they have written with appropriate intonation to make the meaning clear

VOCABULARY, GRAMMAR AND PUNCTUATION

Word	Sentence	Text	Punctuation
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<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
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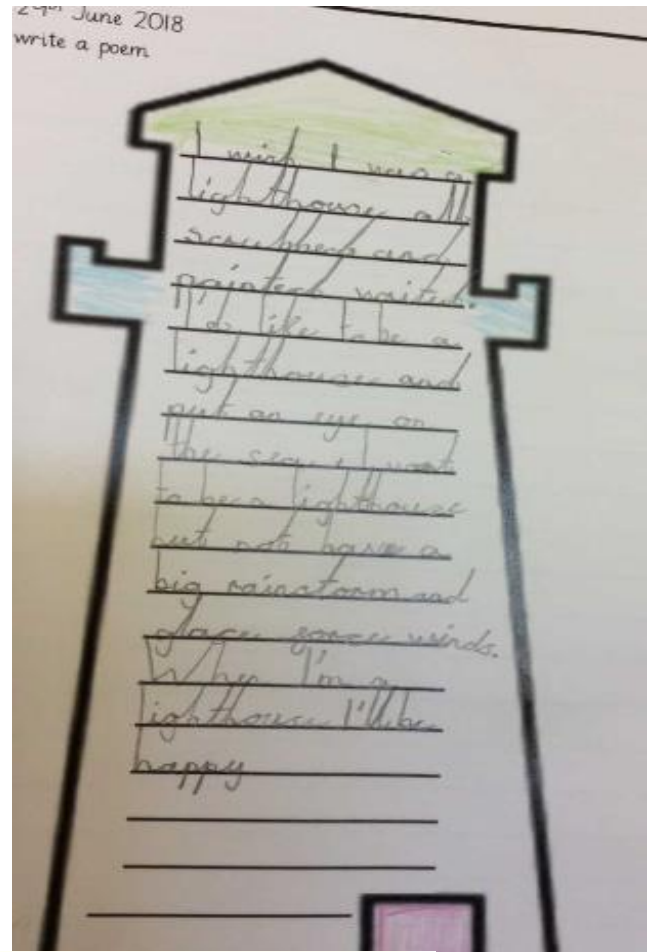
Extract from Holbrook Handwriting Progression

Year 2

Examples of writing expected at the end of year 2

chess club. She made a cake of sugar
with pink cream on the top and the
Finlay. She made cookies. Finlay she
lunch on the bucket and she sent in
line. ✓

The bucket was empty because
ate it. The seal ^{said} this seal is old
Mr Grinling went home to and to his
place? Mrs Grinling tried the sea rap
But the seal was very clever. They were
rapping. The seal said they have
than that. Hamish didn't know what
Mrs Grinling put Hamish in the bucket.



Year 2

Statutory requirements

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Non-fiction text type progression

During the year, you should teach the text types highlighted in blue below, which are new to the year group, as a whole unit of writing. Choose from the other text types in black, which have been taught in previous year groups, as mini-outcomes within other units.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts Instructions	Recounts Instructions Report Letters (informal) Diaries	Recounts Instructions Report Letters (informal) Diaries Explanation	Recounts Instructions Report Letters (formal) Diaries Explanation Persuasion	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report Discussion

Poetry Technique Guidance

During the year, you should teach the poetic techniques highlighted in blue below, which are new to the year group, as part of a poetry or narrative unit. This is so that the pupils will be able to use these poetic techniques to enhance their descriptive writing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alliteration	Alliteration Similes	Alliteration Similes (wider range)	Alliteration Similes Onomatopoeia	Alliteration Similes Onomatopoeia Personification	Alliteration Similes Onomatopoeia Personification Repetition Metaphors

Holbrook Punctuation Progression (Whole school)					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation Capital letter Full stop Question mark Exclamation mark	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession)	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks')	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes Ellipsis Hyphen Colon Semi-colon Bullet Points

Holbrook Grammar Progression						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD	Letter Word Singular Plural Suffix Prefix	Suffix Prefix	Suffix Prefix Consonant Vowel	Suffix Prefix Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Synonyms

						Antonyms Subject Object
SENTENCE	Coordinating conjunctions: and	Coordinating conjunctions: or, and, but Subordinating conjunctions: when, if, that, because	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun Passive and active voice Subjunctive forms
TENSE		Present simple Past simple Present progressive Past progressive	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect
SENTENCE TYPES		Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
WORD TYPES		Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverbs	Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverbs Prepositions	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Modal verbs	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Adverbials for cohesion Modal verbs

YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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Adding the suffix -ment	The short i sound spelt with the letter y	The short u sound spelt ou	Words ending in shus spelt -cious	Words ending in -ible and -able
Adding the suffix -ness (<i>adding to a root word with no change to the root word</i>). -ness (<i>swapping y to i</i>).	Adding the prefixes dis- and in-	Adding the prefix mis-	Words ending in shus spelt -tious	Adding suffixes beginning with a vowel
Adding the suffix -ful	Adding the prefix im- to root words beginning with m or p	Adding the prefix auto-	Words ending in shul spelt -cial or -tial	Hyphens
Adding the suffix -less	Adding the prefix re-	Adding the prefix inter-	Words ending in -ent	The spellings ei and ie
Adding the suffix -ly	Adding the prefix anti-	Adding il- and revising un- , in- , mis- and dis	Words ending in -ence	Words containing the letter-string ough
The j sound.	Adding the prefix super-	Adding ir- to words beginning with r	Words ending in -ant , -ance and -ancy	Silent letters (<i>silent k, g, l, n</i>)
Soft c .	Adding the prefix sub-	Adding the suffix -ly (<i>to adjectives to form adverbs</i>)	Words ending in -ible	Homophones
The n sound spelt kn and gn .	Adding -ation to verbs to form nouns	Words ending in zhuh spelt -sure	Words ending in -able	Years 5 and 6 word list
The r sound spelt wr .	Adding the suffix -ly (<i>to adjectives to form adverbs</i>)	Words ending in zhun spelt -sion	Words ending in -ibly and -ably	
Words ending in -le .	Words ending in -ture	Words ending in -ous	The ee sound spelt ei	
Words ending in -el .	Adding the suffix -ous	Adding the prefix super-	Words that contain the letter-string ough	
Words ending in -al .	Adding the suffix -ion (<i>to root words ending in t or te</i>)	Adding the prefix sub-	Words with silent letter b	
Words ending in -il	Adding the suffix -ian (<i>to root words ending in c or cs</i>)	The c sound spelt -que and the g sound spelt -gue	Words with silent letter t	
Words where s makes the zh sound.	Words with the c sound spelt ch	Words with the s sound spelt sc	Homophones	
The igh sound spelt y	Words with the sh sound spelt ch	Words with the ay sound spelt ei , eigh , ey	Years 5 and 6 word list	
Adding the suffix -es (<i>where the root word ends in y</i>).	Homophones	Possessive apostrophes with plural words		
Adding the suffix -ed (<i>swapping y for i</i>). Adding the suffix -ed (<i>dropping e to add -ed</i>)	Years 3 and 4 word list	Homophones		
Adding the suffixes -er or -est (<i>swapping y for i</i>).		Years 3 and 4 word list		

<p>Adding the suffixes -er or -est (words where no change is needed; words ending in e).</p> <p>Adding the suffixes -er or -est (doubling consonant, where the root word ends in short vowel plus consonant).</p>				
<p>Adding the suffix -y (to words ending in e).</p> <p>Adding the suffix -y (to words ending in a short vowel and a consonant).</p>				
<p>Adding the suffix -ing (to words ending in e or ie).</p> <p>Adding the suffix -ing (to words ending in a short vowel and a consonant).</p>				
<p>The or sound spelt a before l and ll.</p>				
<p>The u sound spelt o, and the or sound spelt ar after w.</p>				
<p>The ee sound spelt ey.</p>				
<p>The o sound spelt a after w and qu.</p>				
<p>The ir sound spelt or after w.</p>				
<p>The u sound spelt o, and the or sound spelt ar after w.</p>				
<p>Words ending in -il and words where s makes the zh sound.</p>				
<p>Words ending in -tion.</p>				
<p>Homophones</p>				
<p>Possessive apostrophes</p>				
<p>Contractions and apostrophes</p>				
<p>Common exception words for Year 2</p>				

