

Curriculum map

Reading – comprehension	Sequence 1 Fairy tales	Sequence 2 Traditional tales	Sequence 3 Modern fiction	Sequence 4 Nonsense poetry	Sequence 5 Descriptive poetry	Sequence 6 Word-play poetry	Sequence 7 Instruction texts	Sequence 8 Explanation texts	Sequence 9 Non-chronological reports	Sequence 10 Diary recounts	Sequence 11 Fantasy fiction	Sequence 12 Fiction with a message	Sequence 13 Letters	Sequence 14 Information texts	Sequence 15 Longer poems
Listen to, discuss and express 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discuss the sequence of events in books and how items of information are related.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Be introduced to non-fiction books that are structured in different ways.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognise simple recurring literary language in stories and poetry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discuss their favourite words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Continue to build up a repertoire of poems learnt by heart, appreciating these and recite some, with appropriate intonation to make the meaning clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Draw on what they already know or on background information and vocabulary provided by the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Check that the text makes sense to them as they read and correct inaccurate reading.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make inferences on the basis of what is being said and done.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer and ask questions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Predict what might happen on the basis of what has been read so far.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Reading – comprehension [continued]	Sequence 1 Fairy tales	✓	✓
	Sequence 2 Traditional tales	✓	✓
	Sequence 3 Modern fiction	✓	✓
	Sequence 4 Nonsense poetry	✓	✓
	Sequence 5 Descriptive poetry	✓	✓
	Sequence 6 Word-play poetry	✓	✓
	Sequence 7 Instruction texts	✓	✓
	Sequence 8 Explanation texts	✓	✓
	Sequence 9 Non-chronological reports	✓	✓
	Sequence 10 Diary recounts	✓	✓
	Sequence 11 Fantasy fiction	✓	✓
	Sequence 12 Fiction with a message	✓	✓
	Sequence 13 Letters	✓	✓
	Sequence 14 Information texts	✓	✓
	Sequence 15 Longer poems	✓	✓
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.			



Writing – transcription		Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5	Sequence 6	Sequence 7	Sequence 8	Sequence 9	Sequence 10	Sequence 11	Sequence 12	Sequence 13	Sequence 14	Sequence 15		
<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>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.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive apostrophe (singular).</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
					✓													

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Writing – composition	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5	Sequence 6	Sequence 7	Sequence 8	Sequence 9	Sequence 10	Sequence 11	Sequence 12	Sequence 13	Sequence 14	Sequence 15
	Write narratives about personal experiences and those of others (real and fictional).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write about real events.				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write poetry.				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write for different purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plan or say out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write down ideas and/or key words, including new vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Encapsulate what they want to say, sentence by sentence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Evaluate their writing with the teacher and other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Proof-read to check for errors in spelling, grammar and punctuation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read aloud what they have written with appropriate intonation to make the meaning clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<p>Writing – vocabulary, grammar and punctuation</p>	Sequence 1 Fairy tales	Sequence 2 Traditional tales	Sequence 3 Modern fiction	Sequence 4 Nonsense poetry	Sequence 5 Descriptive poetry	Sequence 6 Word-play poetry	Sequence 7 Instruction texts	Sequence 8 Explanation texts	Sequence 9 Non-chronological reports	Sequence 10 Diary recounts	Sequence 11 Fantasy fiction	Sequence 12 Fiction with a message	Sequence 13 Letters	Sequence 14 Information texts	Sequence 15 Longer poems
<p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Use sentences with different forms: statement, question, exclamation, command.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Use expanded noun phrases to describe and specify.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Use the present and past tenses correctly and consistently including the progressive form.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Learn the grammar for year 2 in English Appendix 2.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Use some features of written Standard English.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

English Appendix 1: Spelling		Sequence 1 Fairy tales	Sequence 2 Traditional tales	Sequence 3 Modern fiction	Sequence 4 Nonsense poetry	Sequence 5 Descriptive poetry	Sequence 6 Word-play poetry	Sequence 7 Instruction texts	Sequence 8 Explanation texts	Sequence 9 Non-chronological reports	Sequence 10 Diary recounts	Sequence 11 Fantasy fiction	Sequence 12 Fiction with a message	Sequence 13 Letters	Sequence 14 Information texts	Sequence 15 Longer poems
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y											✓		✓			
The /s/ sound spelt c before e, i and y										✓						
The /n/ sound spelt kn and (less often) gn at the beginning of words			✓													
The /r/ sound spelt wr at the beginning of words											✓					
The // or /ə/ sound spelt -le at the end of words								✓								
The // or /ə/ sound spelt -el at the end of words							✓									
The // or /ə/ sound spelt -al at the end of words								✓								
Words ending -il										✓						
The /ai/ sound spelt -y at the end of words						✓										
Adding -es to nouns and verbs ending in -y														✓		
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it												✓				
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it						✓										
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter		✓														

English Appendix 1: Spelling [continued]	Sequence 1 Fairy tales	Sequence 2 Traditional tales	Sequence 3 Modern fiction	Sequence 4 Nonsense poetry	Sequence 5 Descriptive poetry	Sequence 6 Word-play poetry	Sequence 7 Instruction texts	Sequence 8 Explanation texts	Sequence 9 Non-chronological reports	Sequence 10 Diary recounts	Sequence 11 Fantasy fiction	Sequence 12 Fiction with a message	Sequence 13 Letters	Sequence 14 Information texts	Sequence 15 Longer poems	
The /ɔ:/ sound spelt a before l and ll																
The /ʌ/ sound spelt o																
The /i:/ sound spelt -ey																
The /b/ sound spelt a after w and qu																
The sound spelt or after w /ɜ:/																
The sound spelt ar after w /ɜ:/																
The /ɜ:/ sound spelt s																
The suffixes -ment, -ness, -ful, -less and -ly																
Contractions																
The possessive apostrophe (singular nouns)																
Words ending in -tion																
Homophones and near-homophones																
Common exception words																

English Appendix 2: Vocabulary, grammar and punctuation		Sequence 1 Fairy tales	Sequence 2 Traditional tales	Sequence 3 Modern fiction	Sequence 4 Nonsense poetry	Sequence 5 Descriptive poetry	Sequence 6 Word-play poetry	Sequence 7 Instruction texts	Sequence 8 Explanation texts	Sequence 9 Non-chronological reports	Sequence 10 Diary recounts	Sequence 11 Fantasy fiction	Sequence 12 Fiction with a message	Sequence 13 Letters	Sequence 14 Information texts	Sequence 15 Longer poems
Form nouns using suffixes such as -ness, -er and by compounding.	✓										✓					
Form adjectives using suffixes such as -ful, -less.	✓	✓				✓						✓				✓
Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs.	✓	✓	✓			✓					✓	✓				✓
Use subordination (using when, if, that, because) and co-ordination (using or, and, but).		✓	✓					✓			✓					✓
Expand noun phrases for description and specification.	✓	✓			✓	✓										
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	✓	✓	✓		✓	✓		✓					✓			
Have correct choice and consistent use of present tense and past tense throughout writing.	✓	✓		✓		✓			✓							
Use the progressive form of verbs in the present and past tense to mark actions in progress.	✓	✓									✓					
Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	✓	✓					✓					✓				
Use commas to separate items in a list.												✓				
Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.		✓	✓										✓	✓		