



English Curriculum

Cycle 2

Year 2/3

Year 2/3 English Curriculum Map Cycle 2

Literature breadth of study:



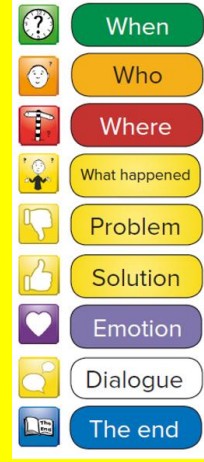
Y2: The children should listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. They should become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales. They should be introduced to non-fiction books that are structured in different ways. They should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.


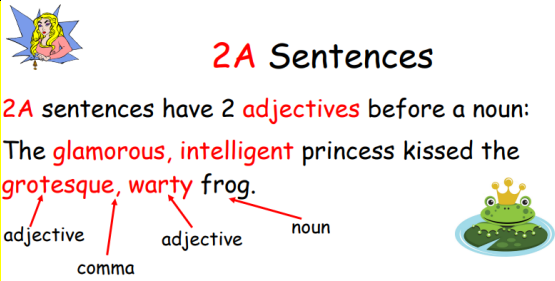


Y3/4: They should listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They should read books that are structured in different ways and read for a range of purposes.

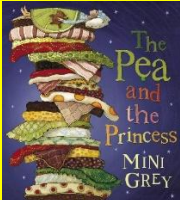
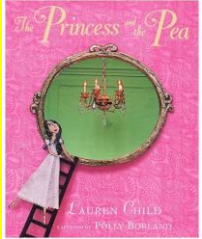


Reading Skills

Year 2							Year 3							
Let's Retrieve	Let's Infer	Let's look at words	Let's read fluently	Let's Recite	Let's Compare	Let's Predict	Let's Retrieve	Let's Infer	Let's Predict	Let's Compare	Let's read fluently	Let's Recite	Let's look at words	Let's Summarise

Autumn Term 1 (7 weeks)

UNIT 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Theme: Traditional Tales</p>  <p>Lazy Jack</p> 	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and</p>	<p>To understand key elements of a text.</p> 	<p style="text-align: center;">Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p>	<p>Sentences with different forms: statement</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters.</p>

	<p>punctuation taught so far.</p> 	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	 <p>2A Sentences</p> <p>2A sentences have 2 adjectives before a noun:</p> <p>The glamorous, intelligent princess kissed the grotesque, warty frog.</p> <p>adjective comma adjective noun</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p>Vocabulary</p>	<p>Year 3 Spelling</p>	<p>Year 3 Reading</p>	<p>Year 3 Writing</p>	<p>Year 3 Punctuation and Grammar</p>
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant,</p>	 <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p>	<p>Expressing time, place and cause using conjunctions eg. when, before, after, while, so, because</p>

<p>consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>			 <p>Learn new vocabulary and apply to their own writing.</p>	
<p>UNIT 2 4 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
<p>Theme: Traditional Tales with a Twist</p>   <p>Text Type: Retelling</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>Read words containing common suffixes.</p> <p>Make inferences on the basis of what is being said and done</p> <p>To understand key elements of a text.</p> 	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>	<p>Sentences with different forms: question.</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks.</p> <p>Use commas in lists.</p>

			<p style="text-align: center;">List Sentence</p> <p style="text-align: center;">Has 3 or 4 adjectives before the noun. Commas between adjectives, (and can be used between the last two). e.g. <i>It was a cold, wet, miserable and misty morning.</i></p> <p style="text-align: center;">  Learn new vocabulary and apply to their own writing. </p>	
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel,</p>		<p>Predict what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p style="text-align: center;">Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <p style="text-align: center;">  Learn new vocabulary and apply to their own writing. </p>	<p>Express time, place and cause using adverbs eg. then, next, soon</p>

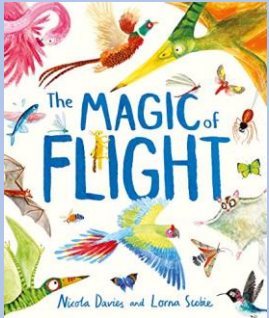

vowel letter inverted commas (or 'speech marks')				
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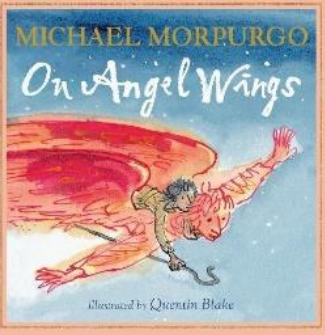

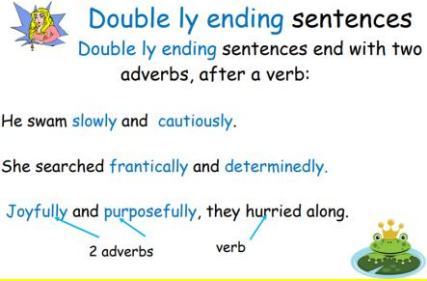

3rd October National Poetry Day: Windy Nights by Robert Louis Stevenson



Y2 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Y3: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

AUTUMN TERM 2 (7 weeks)

UNIT 4 4 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Theme: What can we find out?</p>  <p>Text type: Information text</p>		<p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Understand by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss how items of information are related.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Use co-ordination (using or, and, or but)</p>

		Discuss how non-fiction books are structured in different ways.	<p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>		<p>Retrieve and record information from non-fiction</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Plan, Draft, Edit, Proof-read Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p> <p>Organise paragraphs around a theme.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>

UNIT 5 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p data-bbox="159 183 398 212">Theme: Christmas</p>  <p data-bbox="129 644 430 715">Text type: Narrative in first person</p>		<p data-bbox="748 183 1014 247">Discuss their favourite words and phrases</p> <p data-bbox="748 292 1014 427">Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p data-bbox="741 472 1021 571">Make inferences on the basis of what is being said and done.</p> <p data-bbox="748 616 1014 746">Predict what might happen on the basis of what has been read so far</p>	<p data-bbox="1137 183 1525 228">Plan, Write, Check</p> <p data-bbox="1077 240 1585 304">Plan or say out loud what they are going to write about</p> <p data-bbox="1059 349 1603 413">Write down ideas and/or key words, including new vocabulary</p> <p data-bbox="1068 458 1594 521">Encapsulate what they want to say, sentence by sentence</p> <p data-bbox="1077 566 1585 595">Re-read to check their writing makes sense</p> <p data-bbox="1200 608 1458 652">Proof-read</p> <p data-bbox="1093 665 1570 729">Proofread to check for errors in spelling, grammar and punctuation.</p> <p data-bbox="1077 774 1585 837">Evaluate their writing with the teacher and other pupils.</p> <p data-bbox="1084 882 1579 911">Make additions, revisions and corrections</p> <div data-bbox="1120 911 1545 1193">  <p data-bbox="1200 917 1525 946">Double ly ending sentences</p> <p data-bbox="1200 949 1525 997">Double ly ending sentences end with two adverbs, after a verb:</p> <p data-bbox="1120 1023 1355 1042">He swam slowly and cautiously.</p> <p data-bbox="1120 1067 1444 1086">She searched frantically and determinedly.</p> <p data-bbox="1120 1112 1467 1131">Joyfully and purposefully, they hurried along.</p> <p data-bbox="1200 1157 1272 1176">2 adverbs</p> <p data-bbox="1330 1157 1368 1176">verb</p> </div> <p data-bbox="1066 1230 1176 1310"></p> <p data-bbox="1182 1287 1599 1351">Learn new vocabulary and apply to their own writing.</p>	<p data-bbox="1644 183 2123 212">Use co-ordination (using or, and, or but)</p> <p data-bbox="1653 256 2114 320">Learn the possessive apostrophe (singular) [for example, the girl's book]</p>

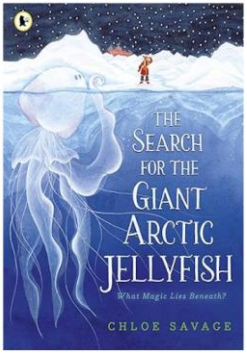

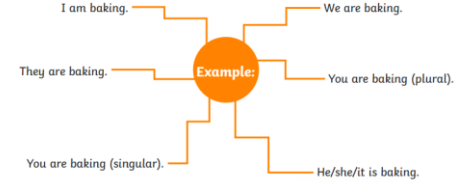
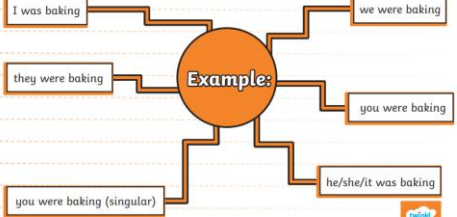
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Plan, Draft, Edit, Proof-read Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <p> Learn new vocabulary and apply to their own writing.</p> <p>In narratives, create settings, character and plot.</p>	<p>Introduce inverted commas to punctuate direct speech.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>

Reading Spine


Into the Forest by Antony Browne
The Bear and the Piano by David Litchfield
My First Book of Planets
The Owl who was Afraid of the Dark
The Lighthouse Keeper's Christmas
Mr Tick the Teacher

The Day the Crayons Quit
 The Proudest Blue
 Sylvia and Bird
 Dirty Beasts
 Granny Ting Ting
 Icarus was Ridiculous
 The Pirate Mums

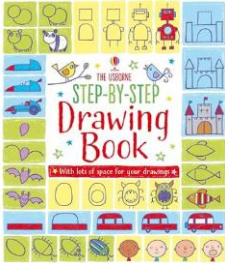

Spring Term 1 (6 weeks)

UNIT 3 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Theme: Exploration</p>  <p>3 weeks</p> <p>Text type: Narrative in third person</p>		<p>Recognise simple recurring literary language in stories and poetry</p> <p>Ask and answer questions about the text.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>	<p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Present Progressive <small>Present Progressive is also known as Present Continuous and describes events which are happening right now in the present moment.</small></p>  <p>Past Continuous <small>Past Continuous is also known as Past Progressive and describes events which happened in the past, over a period of time.</small></p>  <p>Sentences with different forms: exclamation.</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks, ex marks.</p>

			 <p>FANBOYS sentences FANBOYS sentences contain co-ordinating conjunctions.</p> <p>The princess was intelligent, but she was ugly. The princess could kiss the frog, or she could leave him for others. The frog was grotesque, yet he was rich. The princess kissed the frog, so he turned into a prince.</p> <p>comma conjunction</p>  <p>Learn new vocabulary and apply to their own writing.</p>	Use co-ordination (using or, and, or but)
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel,</p>		<p>Predict what might happen from details stated and implied</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>3__ed, sentences</p> <p>3__ed sentences begin with 3 related adjectives (each of which end in ed):</p> <p>Frightened, terrified, exhausted, the princess ran for home.</p> <p>adjective comma adjective</p>	<p>Express time, place and cause using prepositions eg. before, after, during, in, on.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p>



vowel letter inverted commas (or 'speech marks')			 <p>Learn new vocabulary and apply to their own writing.</p> <p>In narratives, create settings, character and plot.</p>	
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UNIT 6 Spring 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
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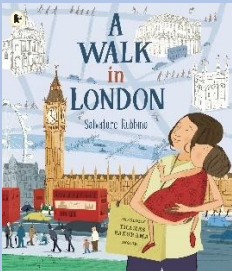


<p>Theme: How do we do it?</p>  <p>Text type: Instructions</p>		<p>Discuss how items of information are related.</p> <p>Discuss how non-fiction books are structured in different ways. Ask and answer questions about the text.</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>	<p>Use some features of written Standard English</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use apostrophes to mark where letters are missing in contraction.</p>
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Learn new vocabulary and apply to their own writing.

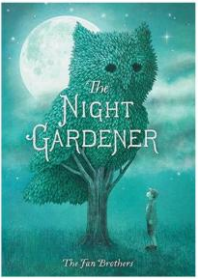

Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>		<p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Introduction to paragraphing as a way of grouping related material.</p> <p>Plan, Draft, Edit, Proof-read Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>




Spring Term 2 (7 weeks)

UNIT 7 Spring 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Theme: Trips and Visits</p>  <p>Text type: Recount</p>		<p>Discuss how items of information are related.</p> <p>Discuss how non-fiction books are structured in different ways.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Sentences with different forms: command</p>
<p>Vocabulary</p>	<p>Year 3 Spelling</p>	<p>Year 3 Reading</p>	<p>Year 3 Writing</p>	<p>Year 3 Punctuation and Grammar</p>
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase, statement, question, exclamation, command</p>		<p>Identify how language, structure and presentation contribute to meaning.</p>	<p>In non-fiction, use simple organisational devices. Use headings and subheadings to aid presentation.</p> <p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>

<p>compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>			<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p> <p>Organise paragraphs around a theme.</p>	
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<p>UNIT 8 Spring 2 4 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
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<p>Theme: Secret Garden</p>  <p>Text type: Narrative in first person</p>		<p>Discuss the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p>	<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p>
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		<p>Predict what might happen on the basis of what has been read so far</p>	<p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant,</p>		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <div data-bbox="1115 1061 1541 1316" data-label="Complex-Block"> <p>Verb, person sentence</p> <p>These sentences start with a verb, followed by a comma, and then the name of a person along with the rest of the sentence.</p> <p style="text-align: center;">verb</p> <p>↙</p> <p>Flying, John had always been terrified of it.</p> <p>Trembling, he fled from the beast.</p> </div>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use of the present perfect form of verbs instead of the simple past.</p> <div data-bbox="1668 734 2094 989" data-label="Complex-Block"> <p>Present Perfect</p> <p>Present perfect describes events which started in the past and continued up until now.</p> <pre> graph TD A((Example:)) --- B(I have baked) A --- C(we have baked) A --- D(you have baked (singular)) A --- E(you have baked (plural)) A --- F(he/she/it has baked) A --- G(they have baked) </pre> </div> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p>

consonant letter vowel, vowel letter inverted commas (or 'speech marks')			In narratives, create settings, character and plot.	
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WORLD BOOK DAY 6th March



Poetry Festival: A Flutter of Fairies by Clare Bevan



Y2 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Y3: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Reading Spine

Summer Term 1 (4 weeks)

UNIT 9 4 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Theme: Magic and Mystery</p>  <p>Text type: Retelling</p>		<p>Discuss the sequence of events in books and how items of information are related</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p>	<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p>

Predict what might happen on the basis of what has been read so far

Proof-read

Proofread to check for errors in spelling, grammar and punctuation.

Evaluate their writing with the teacher and other pupils.

Make additions, revisions and corrections



Learn new vocabulary and apply to their own writing.

Vocabulary

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Y3: preposition, conjunction word family, prefix clause, subordinate clause direct

Year 3 Spelling



Year 3 Reading

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Identifying themes and conventions in a wide range of books.

Year 3 Writing

Plan, Draft, Edit, Proof-read

Discuss and record ideas

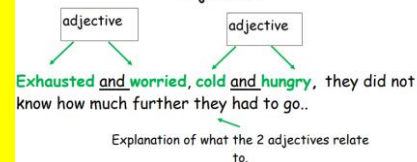
Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for spelling and punctuation errors

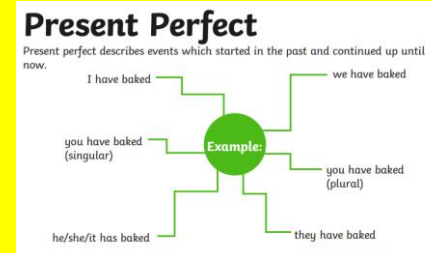
2 pairs sentences

2 pairs sentences begin with 2 pairs of related adjectives:




Year 3 Punctuation and Grammar

Use of the present perfect form of verbs instead of the simple past.

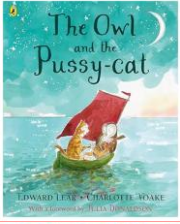
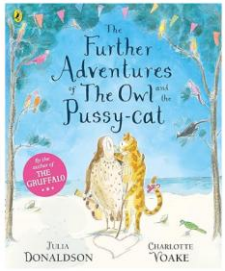




Use and punctuate direct speech

speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')			 Learn new vocabulary and apply to their own writing.	
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Summer Term 2 (7 weeks)

UNIT 10 Summer 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
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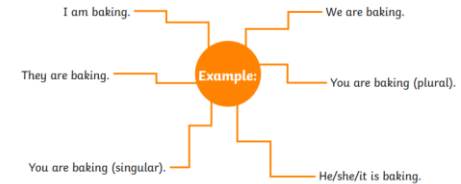
Theme: Poems from our Literary Heritage  		Discuss their favourite words and phrases.	<p align="center">Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p align="center">Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p> <p align="center"> Learn new vocabulary and apply to their own writing.</p>	Use expanded noun phrases to describe and specify [for example, the blue butterfly].
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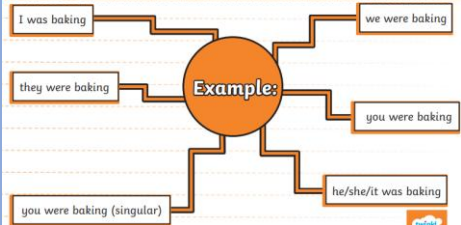


Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
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Use and understand the grammatical terminology in		Recognise some different forms of poetry [for example,	<p align="center">Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p>	
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<p>English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>		<p>free verse, narrative poetry]</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <div style="text-align: center;">  <p>Learn new vocabulary and apply to their own writing.</p> </div>	
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<p>UNIT 11 Summer 2 4 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
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<p>Theme: Our Wonderful World</p> <div style="text-align: center;">  </div>		<p>Ask and answer questions about the text.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p style="text-align: center;">Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p>	<p>Use the present and past tenses correctly and consistently including the progressive form</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Present Progressive</p> <p style="font-size: small;">Present Progressive is also known as Present Continuous and describes events which are happening right now in the present moment.</p> <div style="text-align: center;">  </div> </div>
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<p>Text type: Persuasive writing</p>			<p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Past Continuous</p> <p>Past Continuous is also known as Past Progressive and describes events which happened in the past, over a period of time.</p> 
<p>Vocabulary</p>	<p>Year 3 Spelling</p>	<p>Year 3 Reading</p>	<p>Year 3 Writing</p>	<p>Year 3 Punctuation and Grammar</p>
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction, word family, prefix, clause,</p>		<p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>

subordinate clause direct
speech consonant,
consonant letter vowel,
vowel letter inverted
commas (or 'speech marks')

Reading Spine



Year 2 pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- **read aloud what they have written with appropriate intonation to make the meaning clear.**
- **check that the text makes sense to them as they read and correcting inaccurate reading**



Y2:

- answering and asking questions
- 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

Y3:

- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Handwriting

Y2: 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.

Y3: Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].