



Base 2 English Curriculum Map

Notes

- Phonics – Year 2 and Year 3 have daily phonics/spelling lessons.
 - At the start of the academic year, they revisit and consolidate Phase 5 using Little Wandle Letters and Sounds Phase 5 Review.
 - Once this is completed there is then a 30-week plan covering all of the Phase 6 spelling patterns and rules and the National Curriculum (English – Appendix 1: Spelling).
 - Weeks 1-17 are taught altogether. Weeks 18-30 the children are split into year groups. Year 2 are taught by the Mrs Brookes/Mrs Norton and Year 3 are taught by Miss Moore.
- Additional support is given to those in need including keep up sessions when needed, Rapid Catch Up and plugging the gaps.
- All children have colour-banded reading book and are supervised changing their books weekly. They are also encouraged to choose a library book to take home to share.
- Children who are not yet secure with Phase 5 are heard read 3 times a week. Once with a teacher and twice with a TA.
- Children who are working at Phase 6 or above have weekly Guided Reading and/or comprehension sessions with the class teacher. They are also heard read once a week by a TA.
- There is scheduled daily story time where the children are read to by the teacher (separate to any texts they might be using in English).
- The children also have timetabled reading practice twice a week and complete comprehensions.
- Weekly SPAG lessons – approximately 25 minutes.
- Weekly Handwriting lessons - approximately 25 minutes. See separate planning document. Handwriting interventions are also put in place for the children that require it.
- Focus text colour codes: **fiction**, **non-fiction**, **poetry**

English Curriculum Framework Cycle A Year 2/3						
2023/24 Cycle A	Unit 1A	Unit 2A	Unit 3A	Unit 4A	Unit 5A	Unit 6A
Theme	Fiction	Non-Fiction	Fiction/Poetry	Fiction	Fiction	Non-fiction/Fiction
Subject focus	Stories in familiar settings	Information Texts	Letters Poems by the same writer	Traditional Tales	Legends – Robin Hood	Instructions/ explanations and persuasive writing
Focus Texts for Writing	Changes by Anthony Browne Once Upon an Ordinary School Day by Colin McNaughton The Huge Bag of Worries by Virginia Ironside	Think of an eel by Karen Wallace and Mike Bostock Let's Learn About Eels by Breanne Sartori Fantastic Facts about Electric Eels by Miles Merchant	The Hueys in It Wasn't Me by Oliver Jeffers Stuck by Oliver Jeffers Please Mrs Butler by Allan Ahlberg	Use Your Imagination by Nicola Byrne Good Little Wolf by Nadia Shireen	The adventures of Robin Hood by Marcia Williams Disney's animated Robin Hood – DVD	The Usborne Official Detective's Handbook by Various The Promise by Nicola Davies The Journey by Aaron Becker
Purpose of writing	Entertain	Inform	Entertain Explain	Entertain	Inform Entertain	Instruct Explain Persuade
Writing Outcomes	Narrative Plan and write their own amazing stories.	Information Texts Publish their own books.	Letters Write a letter to entertain. Poetry Write poetry and perform to audience.	Narrative Children writing their own imaginative story.	Legends Compare the text and DVD. Retell, act out and invent 'new' stories. <i>Write a recount about our Robin Hood Daytrip</i>	Instructions and Explanations Children write instructions. Persuasive letter Write persuasive letter and a speech.

Grammar, punctuation and spellings within the lesson	Year 2					
	• Use expanded noun phrases to describe and specify • Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing)	• Use familiar and new punctuation correctly: full stops, capital letters, exclamation marks and questions marks • Use sentences that have different forms: statement, question and exclamation • Use the present and past tenses correctly and consistently	• Expand noun phrases to describe and specify • Use familiar and new punctuation including commas, full stops and capital letters • Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • Use sentences with different forms: statement, question, exclamation, command • Use expanded noun phrases to describe and specify	• Use sentences with different forms: statement, question, exclamation, command • Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops and capital letters • Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • Use some features of written Standard English	• Use sentences with different forms: statement, question, exclamation, command • Learn how to use both familiar and new punctuation correctly including apostrophes for contracted forms • Use the present and past tenses correctly and consistently including the progressive form	• Use the progressive form of verbs in the present and past tense • Use sentences with different forms: statement, question, exclamation, command • Use subordination (using <i>when, if, that, or because</i>) or co-ordination (using <i>and, but, or</i>) • Use expanded noun phrases for description and specification
	Year 3					
	• Learn how to use adverbs • Extend sentences with more than one clause using conjunctions • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• Indicate possession using the possessive apostrophe with plural nouns • Use present perfect forms of verbs	• Use a wider range of conjunctions • Use and punctuate direct speech • Learn, use and understand the grammatical terminology in English Appendix 2 • Use (conjunctions) in Grammar appendix 2 • Use <i>a</i> or <i>an</i> according to whether the next word begins with vowel/ consonant • Use fronted adverbials • Use commas after fronted adverbials	• Use and punctuate direct speech • Use extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• Revise apostrophes for contracted forms • Indicate possession by using the possessive apostrophe • Use and punctuate direct speech	• Use the present form of verbs • Use conjunctions, adverbs and prepositions to express time and cause • Extend sentences with a wider range of conjunctions

Spelling

Common Exception Words	<u>Block 1</u> Phase 5 Review	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>	<u>Block 6</u>
	Week 1 straight, great, they, family, people, believe, time, bright, eye, most, alone, whole, show, grey, reply, happy	Year 2 W1 - after, again and any W2 - bath, beautiful and because. W3 - behind, both and break. W4 - busy, child, and children. W5 - Christmas, class and climb. W6 - clothes, cold and could. W7 - door, even and every. W8 - everybody, eye and fast. W9 - father, find and floor. W10 - gold, grass and great	Year 2 W11 - half, hold and hour W12 - improve, kind and last. W13 - many, mind and money. W14 - most, move and Mr. W15 - Mrs, old and only.	Year 2 W16 - parents, pass and past. W17 - path, people and plant. W18 - poor, pretty and prove. W19 - should, steak and sugar. W20 - sure, told and water.	Year 2 W21- who, whole and wild. W22 - would, W22 to 25 - revisiting most common exception words spelt incorrectly (varies year to year)	Year 2 W26 – Homophones there, their, they're hear, here blue, blew knight, night bear, bare W26 – Homophones to, too, two be, be sun, son, won, one sea, see quiet, quite W26 to 25 - revisiting most common exception words spelt incorrectly (varies year to year)
				Year 3 W18 - accident, actual, address, answer, appear and arrive W19 - believe, bicycle, breath, breathe, build and business. W20 - calendar, caught, centre, century, certain and circle.	Year 3 W21- complete, consider, continue, decide, describe and different. W22 - W23 – W24 – W25 -	Year 3 W26 – W27 – W28 – W29 – W30 -

Word Families	<u>Block 1</u> Phase 5 Review	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>	<u>Block 6</u>
	All	All	All	Year 2	Year 2	Year 2
	Ai, ee, igh, oa, oo, yoo, air, ur, ow or, zh, ch, sh j, s Alternative spellings for short vowel sounds /e/ /i/ /o/ /u/ /oo/ schwa at the end of words ie, y, ea, a Includes: - common graphemes - unusual graphemes - tricky words	Past tense Irregular past tense Suffix 'ing' Suffix 'er' Suffix 'est' Plurals 's/es/ies/ves'	Suffix 'ful' Suffix 'ly' Suffix 'less' Suffix 'ment' Suffix 'ness'	Suffix 'y' Suffix 'en' Special 'w' 's' sound spelt 'c' before e, i and y 'or' spelt as 'a' before l and ll word endings '-le, - el, -al, -il'	'u' sound spelt 'o' 'ee' sound spelt '- ey' Contraction words Silent letters	Homophones -sion - tion – cian sounds Words with the /ʒ/ (zh) sound spelt s Words ending in -dge and -ge The sounds 'g' and 'j'
				Year 3	Year 3	Year 3
				Short 'i' sound spelt with 'y' Short 'u' sound spelt 'ou' Words ending 'gue' and 'que' Suffix -ation	'k' sound spelt 'ch' 's' spelt 'sc' Prefix 'im-' Prefix 'bi-' an' 're-' Prefix 'anti-' Prefix 'auto-' Prefix 'inter-' Suffix 'ous'	Homophones and near Homophones Words ending '-ation' 'cian' 'sion' 'chuh' sound spelt 'ture' 'zhuh' sound spelt 'sure' Prefix '-in Prefix '-mis' Prefix '-dis' Prefix '-il' Prefix '-ir'

Word structure by unit	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
Word Structure ongoing progression	<u>Year 2</u> CONSOLIDATE Year 1 list INTRODUCE <i>More prepositions</i> - e.g. behind above along before between after Two adjectives to describe the noun - e.g. The scary, old woman... Squirrels have long, bushy tails. Adverbs for description - e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information - e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information - e.g. Most dogs.... Some cats.... Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs			<u>Year 3</u> CONSOLIDATE Year 2 list INTRODUCE <i>Wider range of prepositions</i> - Next to, by the side of, In front of during, through, throughout Powerful verbs - e.g. stare, tremble, slither Boastful Language - e.g. magnificent, unbelievable, exciting More specific / technical vocabulary to add detail - e.g. Drops of rain pounded on the corrugated, tin roof Nouns formed from prefixes - e.g. auto... super...anti... Word Families based on common words - e.g. teacher –teach beauty – beautiful Use of determiners a or an according to whether next word begins with a vowel - e.g. a rock, an open box		

Sentence Construction by unit	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
Sentence Construction ongoing progression	<u>Year 2</u>			<u>Year 3</u>		
	CONSOLIDATE Year 1 list INTRODUCE <i>Types of sentences</i> - Commands 'ly' sentence starters, e.g - Usually, Eventually, Finally, Carefully, Slowly, ... Vary openers to sentences Use adverbs e.g. - Tom ran quickly down the hill. Secure use of compound sentences using co-ordinating conjunctions and/ or / but / so Complex sentences using subordination e.g. drop in a relative clause who/which <i>Sam, who was lost, sat down and cried</i> The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions - what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived Use long and short sentences - Long sentences to add description or information.			CONSOLIDATE Year 2 list INTRODUCE <i>Vary long and short sentences</i> - Long sentences to add description or information. - Short sentences for emphasis and making key points e.g Sam was really unhappy. Visit the farm now. Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor . Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) - A few days ago, we discovered a hidden box. Prepositional phrases to place the action - On the mat, behind the tree Compound sentences - using for /and/nor/but/ or/yet/so (coordinating conjunctions) Develop complex sentences with range of subordinating conjunctions 'ing' clauses as starters e.g. Sighing, the boy finished his homework. Drop in a relative clause using - who/whom/which/whose/that e.g. The boy, whose name is George, thinks he is very brave. Sentence of 3 for description		

	- Use short sentences for emphasis. Expanded noun phrases - e.g. lots of people, a bright, sunny day List of 3 for description - e.g. He wore old shoes, a dark cloak and a red hat.	- e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Pattern of 3 for persuasion - e.g. Visit, swim, enjoy! Topic sentences to introduce non-fiction paragraphs - e.g. Dragons are found across the world. Dialogue - powerful speech verb e.g. "Hello," she whispered.
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Text Structure by unit	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
Text Structure ongoing progression	<u>Year 2</u> CONSOLIDATE Year 1 list INTRODUCE FICTION Secure use of planning tools - Story map - Story mountain - Story grids - Boxing-up' grid Understanding 5 parts to a story with more complex vocabulary - Opening e.g. In a land far away...One cold but bright morning... - Build-up e.g. Later that day - Problem / Dilemma e.g. To his amazement			<u>Year 3</u> CONSOLIDATE Year 2 list INTRODUCE FICTION Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: - Introduction –should include detailed description of setting or characters - Build-up –build in some suspense towards the problem or dilemma - Problem / dilemma –include detail of actions / dialogue - Resolution - should link with the problem		

- Resolution e.g. As soon as
- Ending e.g. Luckily, Fortunately,
- Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.

NON-FICTION

Secure use of planning tools

- Text map
- washing line
- 'Boxing –up' grid

Introduction

- Heading
- Hook to engage reader
- Factual statement / definition
- Opening question

Middle section(s)

- Group related ideas / facts into sections
- Sub headings to introduce sentences /sections
- Use of lists – what is needed
 - / lists of steps to be taken
- Bullet points for facts
- Diagrams

Ending

- Make final comment to reader
- Extra tips! / Did-you-know? facts / True or false?

The consistent use of present tense versus past tense throughout texts

Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

- Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

NON-FICTION

Paragraphs to organise ideas around a theme

Introduction

- Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?

Middle Section(s)

- Group related ideas /facts into paragraphs
- Sub headings to introduce sections / paragraphs
- Topic sentences to introduce paragraphs
- Flow diagram

Develop Ending

- Personal response

Extra information / reminders

- e.g. Information boxes/ five amazing facts/ Wow comment

Use of the perfect form of verbs to mark relationships of time and cause

- e.g. I have written it down so I can check what it said.

Use of present perfect instead of simple past.

- He has left his hat behind (as opposed to He left his hat behind.)

		<u>Reading Progression</u>	
		<u>Year 2</u>	<u>Year 3</u>
Skill Focus Word Reading	Accuracy	- Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. - Self corrects inaccurate word reading. - Can read most common exception words for year 2, noting unusual correspondence between spelling and sound. - Reading books a white level.	- Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. - Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context. - Knows how to decode new words using phonic skills. - Can read all of their year group's word list.
	Fluency, Prosody, Performance	- Learns some simple poems and rhymes, performing some by heart. - Reads at a steady pace, above 90 words per minute. - Changes volume/intonation for punctuation.. - Beginning to show awareness of how character voice sounds different to other text.	- Reads poems and playscripts aloud, showing understanding through intonation, tone, volume and action; learning some poetry by heart. - Reads at least 120 words per minute by year 4. - Matches pace of reading based on clues within text eg slows down when building suspense. - Begins to apply emotive expression through change of tone and volume. - Adapts voice to reflect personalities of different character types.
Skill focus: Understanding and Comprehending		- Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. - Identifies the words in a text that make specific contributions to meaning. - Discusses the sequence of events in books and how items of information are related. - Locates relevant information. - Answers simple questions verbally and in writing. - Summarises events in a paragraph, in fiction and non-fiction texts. - Can give opinions about characters' thoughts and feelings - Makes inferences about characters' actions and speech.	- Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. - Able to use different sorts of dictionaries to support learning vocabulary. - Identifies how language contributes to meaning - Identifies main ideas drawn from more than one paragraph and summarising these. - Locates relevant information. - Locates relevant information. - Summarises events/main ideas in a paragraph, in fiction and non-fiction texts. - Understands characters' thoughts and feelings. - Can give reasons for characters' actions.
Skill focus: Thinking about what has been read.		- Uses indexes and contents pages to find information from non-fiction texts. - Predicts what might happen on the basis of what has been read so far. - Recognises common features of stories and non-fiction texts. - Starts to be able to describe the effect of different words and phrases on them. - Discusses favourite parts of text. - Links learning to books they have read. - Links events in books to own life. - Listens to the views of others.	- Retrieves and records information from nonfiction. - Predicts what might happen from details stated and implied. - Comments on features of stories/non-fiction text. - Starts to discuss some words and phrases that capture the reader's interest and imagination. - Discusses favourite text types. - Compares books, stating preferences. - Identifies common character types. - Considers the views of others.