



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 B Year 2/3

2024/25 Cycle B	Unit 1B	Unit 2B	Unit 3B	Unit 4B	Unit 5B	Unit 6B
Theme	Fiction	Non-Fiction	Fiction/Poetry	Fiction/Non-Fiction	Non-Fiction	Non-Fiction
Subject focus	Fantasy stories	Non-chronological reports	Letters Poems about space	Newspaper reports	Recounts	Instructions/Explanations
Focus Texts for Writing	Swallow's Journey – Animated Tale The Lion and the Bird by Marianne Dubuc The Flat Rabbit by Bárður Oskarsson	Bicycle Facts – Animated Facts <i>A range of non-fiction texts about bikes, scooters, sledges and carriages.</i>	Dreams of Freedom in words and pictures by Frances Lincoln Space Poems by G Morgan	Believe Me, Goldilocks Rocks by N Loewen The True Story of the Three Little Pigs by J Scieszka Trust Me: Jack's Beanstalk Stinks by E Braun	Just a Dream by C Van Allsburg Quest (Journey Trilogy 2) by A Becker	Imaginary Fred by Eoin Colfer and Oliver Jeffers.
Purpose of writing	Entertain	Inform	Entertain Explain	Inform/Entertain	Inform Entertain	Instruct/Explain
Writing Outcomes	Narrative Write a postcard. Plan and write their own versions of these stories.	Information Texts Write their own non-chronological report	Letters Write letters to Amnesty and to their favourite illustrator in the book. Poetry Write a list poem and a shape poem.	Newspaper Write a report for a class newspaper.	Recount Write their own recount of a dream.	Instructions/Explanations Write directions, recipes, and instructions.

Grammar, punctuation and spellings within the lesson	Year 2					
	• Learn to use familiar and new punctuation correctly • Use expanded noun phrases • Use and understand grammatical terminology accurately and appropriately when discussing their writing	• Use apostrophes for contracted forms and indicating possession • Use subordination and coordination • Use the present and past tense correctly	• Use subordination (using when, if, that, or because) and co-ordination (using or, and, but) • Extend sentences by adding clauses • Use expanded noun phrases to describe and specify	• Use the present and past tenses correctly • Write statements • Use familiar punctuation correctly	• Use adverbs when writing statements • Write sentences correctly, including full stops and capital letters	• Use sentences with different forms: statement, question, exclamation, command • Use and, or, but (co-ordination) and because, when, if, as, so (subordination)
	Year 3					
	• Use and punctuate direct speech correctly • Begin to understand and name the different parts of speech • Use and understand grammatical terminology accurately and appropriately when discussing their writing	• Use apostrophes for contracted forms and indicating possession • Extend the range of sentences with more than clause • Use conjunctions and prepositions to express time and cause	• Use apostrophes for contracted forms and indicating possession • Extend the range of sentences with more than clause • Use conjunctions and prepositions to express time and cause • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• Extend the range of sentences with more than one clause by using a wider range of conjunctions • Use and punctuate direct speech • Use present perfect form rather than simple past	• Use prepositions to express time and cause • Express time using adverbs • Use subordination and coordination	• Use conjunctions, adverbs and prepositions to express time and cause • Using conjunctions to express time and cause

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 Sam, who was lost, sat down and cried 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.)

