



**Abbey Mead Primary Academy  
Year 2 Book Led Curriculum 2022-23**

<p><b>Ongoing objectives:</b>  <b>Children will be encouraged to:</b>  <b>make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluating their writing with the teacher and other pupils</b></li> <li>• <b>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</b></li> <li>• <b>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</b></li> </ul> <p><b>read aloud what they have written with appropriate intonation to make the meaning clear</b></p> <p><i>Objectives in bold are taught discretely as grammar focus during that unit.  Other objectives are ongoing and are revisited in most pieces of writing as consolidation.</i></p>			
Topic	Main books	Writing Outcomes	Grammar Focus
Nurturing Nurses	The Goldilocks Project- Different Goldilocks versions inc. Antony Browne, Leigh Hodgekinson	Description of Goldilocks	Use of capital letters, full stops to demarcate sentences  Using a capital letter for names of people e.g. Goldilocks  <b>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</b>
	Fairytale News	Letter from Goldilocks	Use of capital letters, full stops to demarcate sentences  <b>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</b>
		Oracy-Debate-Is Goldilock's really naughty?	Use first, second, third person with subject verb agreement  Correct choice and consistent use of present tense and past tense throughout writing  Use expanded noun phrases to describe and specify [for example, the blue butterfly]
		Retell of a familiar story from a different point of view	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  <b>Use first, second, third person with subject verb agreement</b>
		Oracy-Retelling of familiar story	

			<p><b>Correct choice and consistent use of present tense and past tense throughout writing</b></p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Temporal Connectives-Next, last, an hour later</p>
	Wolves-Emily Gravett	<p>Non Chronological Report (Wolves)</p> <p>Oracy-Oral presentation following written report</p>	<p><b>Co-ordination (using or, and, but) and Subordination (using when, if, that, because)</b></p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Correct choice and consistent use of <b>present tense</b> and past tense throughout writing</p> <p>Use first, second, third person with subject verb agreement</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>
Fire! Fire!	The Great Fire of London by Emma Adams & James Weston Lewis	<p>Recount -Letter to King from Samuel Pepys</p> <p>Oracy-Retelling from another perspective using first person</p>	<p><b>Use of capital letters, full stops, <i>question marks</i> and exclamation marks to demarcate sentences</b></p> <p>Correct choice and consistent use of present tense and <b>past tense</b> throughout writing</p> <p>Use first, second, third person with subject verb agreement</p> <p>Temporal Connectives-Next, last, an hour later</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Move from generic nouns to specific nouns e.g. dog-terrier</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>
		Narrative-Setting Description	<p>Use of capital letters, full stops, <i>question marks</i> and exclamation marks to demarcate sentences</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>

		<p>Oracy-Taking a walk down Pudding Lane-describing what they see.</p>	<p><b>Move from generic nouns to specific nouns e.g. dog-terrier</b></p> <p><b>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</b></p>
		<p>Recount (Diary entry from Samuel Pepys' cat? Or another character's perspective)</p>	<p><b>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</b></p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p><b>Correct choice and consistent use of present tense and past tense throughout writing</b></p> <p><b>Temporal Connectives-Next, last, an hour later</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>
<p>Arctic Adventures</p>	<p>The Journey Home by Frann Preston-Gannon</p>	<p>Description of setting-Polar Bear's Home</p> <p>Oracy-Character on Wall. Verbalising the thoughts of a polar bear.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p><b>Expanded noun phrases to describe and specify, e.g. the blue butterfly</b></p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Commas to separate items in a list</p>
		<p>Non-chronological report (Endangered animals)</p>	<p>Expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p><b>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b></p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p><b>Correct choice and consistent use of present tense and past tense throughout writing</b></p>

			Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
		Persuasive writing (Endangered animals)  Oracy-Persuasive advert	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or <b>command</b> .  <b>To use imperative verbs to command and persuade</b>  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
		Letter-Letter home to family summarising trip	<b>Temporal Connectives-Next, last, an hour later</b>  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Correct choice and consistent use of present tense and <b>past tense</b> throughout writing  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Our Amazing World	Malala's Magic Pencil	Instructions  Oracy-Orally rehearse instructions on how to use a magic pencil	To use imperative verbs to command and persuade.  How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  Correct choice and consistent use of present tense and past tense throughout writing  Time conjunctions  <b>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b>  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
		Persuasive letters	<b>To use imperative verbs to command and persuade</b>

		<p>Oracy-Practising the art of persuasion using imperative verbs</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or <b>command</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>
		<p>Narrative</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>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] <b>Fronted adverbials</b></p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p><b>Temporal Connectives-Next, last, an hour later</b></p>
<p>The Dragon Machine Helen Ward</p>		<p>Explanation Text (A dragon machine)</p> <p>Oracy-Oral rehearse explanation including using time conjunctions and vocabulary.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

			<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>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] Fronted adverbials</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>
		Narrative (alternative story)	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p><b>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] Fronted adverbials</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</b></p> <p><b>Commas to separate items in a list</b></p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
	The Tunnel by Antony Browne	Setting Description	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>

			<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>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] Fronted adverbials</p> <p><b>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</b></p> <p><b>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</b></p>
	Tadpole's Promise	<p>Explanation(Life cycle of a frog/butterfly)</p> <p>Oracy-Oral presentation of life cycle</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>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] Fronted adverbials</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>

Seaside	The Owl and the Pussy-cat	Learn and perform poetry Innovate poems	Similes using "like" Alliteration (verb + noun) e.g. dancing dandelions Commas to separate items in a list
	From the Balcony I Can See-Pie Corbett	Persuasive Leaflets (Keeping our beaches clean)	
		Poems (Powerful messages-contrasting beaches)	Similes using "like" Alliteration (verb + noun) e.g. dancing dandelions Commas to separate items in a list

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 2</b> <b>Word Reading</b>
<b>RW1</b>	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
<b>RW2</b>	Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes
<b>RW3</b>	Read accurately words of two or more syllables that contain the same graphemes as above
<b>RW4</b>	Read words containing common suffixes
<b>RW5</b>	Read further common exceptions words, noting unusual correspondences between spelling and sound and where these occur in the word
<b>RW6</b>	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
<b>RW7</b>	Read aloud books closely matched to their improving phonic knowledge , sounding out unfamiliar words accurately, automatically and without undue hesitation
<b>RW8</b>	Re-read these books to build up their fluency and confidence in word reading

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 2</b> <b>Reading Comprehension</b>
	Develop pleasure in reading, motivation to read, vocabulary and understanding by
<b>RC1</b>	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
<b>RC2</b>	Discussing the sequence of events in books and how items of information are related
<b>RC3</b>	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
<b>RC4</b>	Being introduced to non-fiction books that are structured in different ways
<b>RC5</b>	Recognising simple recurring literacy language in stories and poetry
<b>RC6</b>	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
<b>RC7</b>	Discussing their favourite words and phrases
<b>RC8</b>	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

	Understand both the books that they can already read accurately and fluently and those that they listen to by
<b>RC9</b>	Drawing on what they already know or on background information and vocabulary provided by the teacher
<b>RC10</b>	Checking that the text makes sense to them as they read and correcting inaccurate reading
<b>RC11</b>	Making inferences on the basis of what is being said and done
<b>RC12</b>	Answering and asking questions
<b>RC13</b>	Predicting what might happen on the basis of what has been read so far
<b>RC14</b>	Participate in discussions 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
<b>RC15</b>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 2</b> <b>Writing Composition</b>
	Pupils should be taught to: develop positive attitudes towards and stamina for writing by
<b>WC1</b>	Writing narratives about personal experiences and those of other (real and fictional)
<b>WC2</b>	Writing about real events
<b>WC3</b>	Writing poetry
<b>WC4</b>	Writing for different purposes
	Consider what they are going to write before beginning by:
<b>WC5</b>	Planning or saying out loud what they are going to write about
<b>WC6</b>	Writing down ideas and/or key words, including new vocabulary
<b>WC7</b>	Encapsulating what they want to say, sentence by sentence
	Make simple additions, revisions and corrections to their own writing by:
<b>WC8</b>	Evaluating their writing with the teacher and other pupils
<b>WC9</b>	Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
<b>WC10</b>	Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences are punctuated correctly)
<b>WC11</b>	Read aloud what they have written with appropriate intonation to make the meaning clear

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 2</b> <b>Speaking and listening</b>
<b>SL1</b>	Listen and respond appropriately to adults and their peers
<b>SL2</b>	Ask relevant questions to extend their understanding and knowledge
<b>SL3</b>	Use relevant strategies to build their vocabulary
<b>SL4</b>	Articulate and justify answers, arguments and opinions
<b>SL5</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

<b>SL6</b>	Maintain attention and participate actively in collaborative conversations, staying on topic an initiating and responding to comments
<b>SL7</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>SL8</b>	Speak audibly and fluently with an increasing command of standard English
<b>SL9</b>	Participate in discussions, presentations, performances, role play, improvisations and debates
<b>SL10</b>	Gain, maintain and monitor the interest of the listener
<b>SL11</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others

	<b>YEAR 2</b> <b>Grammar, Vocabulary and Punctuation</b>
<b>Word</b>	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes such as –ness, -er and by compounding (e.g. whiteboard)</li> <li>• Formation of adjectives using suffixes such as –ful, -less</li> <li>• Use if the suffixes –er, -est in adjectives and the use of –ly in standard English to turn adjectives into adverbs</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and co-ordination (using and, or, but)</li> <li>• Expanded noun phrases for description and specification</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of the progressive form of verbs in the past and present tense to mark actions</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark where letters are missing in spelling and to make singular possession in nouns</li> </ul>
<b>Terminology for pupils</b>	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma

## Year 2 Spellings

### Autumn 1

Week 1 The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words	Week 2 The sounds /r/ spelt 'wr' at the beginning of words	Week 3 The sound /s/ spelt 'c' before e, i and y	Week 4 The sound /j/ spelt with '-dge' and '-ge' at the end of words	Week 5 The sound /j/ often spelt with g before e, i and y.  The sound /j/ always spelt with 'j' before a, o and u	Week 6 Common Exception Words
knock	write	race	badge	gem	door*
know	written	ice	edge	giant	floor*
knee	wrote	cell	bridge	magic	again*
knitting	wrong	city	dodge	giraffe	wild*
knife	wrap	fancy	fudge	energy	children*
gnat	wrist	face	age	jacket	climb*
gnaw	wreck	space	huge	jar	parents*
gnash	wrestle	bicycle	change	jog	most*
gnome	wriggle	circle	charge	join	only*
gnarled	wren	spicy	village	adjust	both*

### Autumn 2

Week 1 The sound /l/ spelt with '-le' at the end of words	Week 2 The sound /l/ spelt with '-el' at the end of words	Week 3 The sound /l/ spelt with '-il' and '-al' at the end of words	Week 4 The sound /igh/ spelt with '-y' at the end of words	Week 5 Adding -ies to nouns and verbs ending in -y	Week 6 Common Exception Words
table	camel	pencil	cry	flies	find*
apple	tunnel	fossil	fly	tries	mind*
bottle	squirrel	nostril	dry	replies	behind*
little	travel	pupil	try	copies	old*
middle	towel	metal	reply	babies	cold*
able	tinsel	pedal	sly	carries	gold*
wobble	bagel	capital	shy	cries	hold*
multiple	hazel	hospital	terrify	dries	told*
dazzle	vowel	animal	sky	marries	every*
riddle	jewel	oval	multiply	families	everybody*

## Spring 1

Week 1 Adding -ed, -er and -est to a word ending in -y with a consonant before it	Week 2 Adding -ing to a word ending in -y with a consonant before it	Week 3 Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Week 4 Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	Week 5 The sound /or/ spelt 'a' before l or ll	Week 6 Common Exception Words
copier	copying	hiking	patting	all	fast*
copied	crying	hiked	patted	ball	last*
happier	replying	hiker	humming	call	father*
happiest	marrying	nicer	hummed	walk	class*
cried	carrying	nicest	dropping	talk	grass*
replied	flying	shiny	dropped	always	pass*
tried	trying	being	sadder	small	plant*
dried	drying	shining	saddest	wall	path*
driest	skiing	scary	runner	fall	bath*
funnier	taxiing	scaring	runny	altogether	people*

## Spring 2

Week 1 The sound /u/ spelt with 'o'	Week 2 The sound /ee/ spelt with '-ey'	Week 3 The /o/ sound spelt with 'a' after w and qu	Week 4 The stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w	Week 5 The sound /zh/ spelt 's'	Week 6 Common Exception Words
other	key	want	word	television	even*
mother	donkey	watch	work	treasure	break*
brother	monkey	wander	worm	usual	steak*
nothing	chimney	quantity	world	division	great*
Monday	valley	squash	worth	vision	move*
money*	trolley	quality	worst	pleasure	prove*
cover	turkey	squabble	war	measure	improve*
honey	hockey	squad	warm	occasion	sure*
discover	parsley	quad	towards	usually	sugar*
wonder	journey	quarrel	ward	leisure	eye*

## Summer 1

Week 1 The suffixes -ment, -ness and -ful	Week 2 The suffixes -less and -ly	Week 3 Words ending in -tion	Week 4 Contractions	Week 5 The possessive apostrophe	Week 6 Common Exception Words
enjoyment	badly	station	can't	Megan's	any*
sadness	hopeless	fiction	didn't	Ravi's	many*
careful	penniless	motion	hasn't	the girl's	clothes*
playful	happily	national	could*n't	the *child's	water*
plainness	lovely	section	it's	the man's	pretty*
argument	joyless	addition	would*n't	the woman's	Christmas*
merriment	slowly	subtraction	should*n't	the school's	beautiful*
happiness	quickly	potion	wasn't	a dog's	busy*
plentiful	careless	option	Mr*	a teacher's	poor*
cheerful	fearless	introduction	Mrs*	Gus'	kind*

## Summer 2

Week 1 Homophones and near homophones	Week 2 Homophones and near homophones	Week 3 Homophones and near homophones Conjunctions	Week 4 Months of the year/ time	Week 5 Months of the year/ time	Week 6 Question Words SPaG terms
there	be	night	January	November	who*
their	bee	knight	February	December	why
they're	quite	blue	March	after*	what
here	quiet	blew	April	past*	how
hear	bare	hole	May	hour*	which
see	bear	whole*	June	half*	where
sea	one	because*	July	minute	when
to	won	so	August	quarter	adjective
too	son	that	September	month	adverb
two	sun	or	October	second	verb