



Abbey Mead Primary Academy
Year 2 Book Led Curriculum

Ongoing objectives:

Children will be encouraged to:

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- 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
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

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.

| Topic | Main books | Writing Outcomes | Grammar Focus |
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| Nurturing Nurses | The true story of the three little pigs | Autumn 1: Narrative Main Outcome: Retelling the story from a different perspective Short Outcome: Letter from prison to his grandma from the wolf's perspective Oracy Focus – Hot seating the wolf to see if he is innocent or guilty Cognitive – ask questions to find out more about the subject. Physical – speak clearly and confidently in a range of contexts. Autumn 2: | Use first, second, third person with subject verb agreement Temporal Connectives-Next, last, an hour later Use subordination (using when, if, that, because) and co-ordination (using or, and, but) Move from generic nouns to specific nouns e.g. dog-terrier Using a capital letter for names of people e.g. Goldilocks Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Use of capital letters, full stops to demarcate sentences Use expanded noun phrases to describe and specify [for example, the blue butterfly] |
| | Wolves-Emily Gravett | | Co-ordination (using or, and, but) and Subordination (using when, if, that, because) |

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| | | <p>Short outcome: character description</p> <p>Main outcome: Non Chronological Report (Wolves)</p> <p>Oracy focus – Discuss fact and fiction</p> <p>Social and emotional – to encourage everyone to contribute.</p> | <p>Correct choice and consistent use of present tense and past tense throughout writing</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>Spring 1:</p> <p>Short outcome: Setting Description of Pudding Lane in 1666 before the fire</p> <p>Main outcome: Recount of GFL perspective of a mouse</p> <p>Oracy- Retelling events from a different perspective.</p> <p>Cognitive – To make connections between what has been said and their own and others experiences.</p> | <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops to demarcate sentences</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Correct choice and consistent use of present tense and past tense 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> |

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| | | | Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs |
| Fire, Fire! | Malala's Magic Pencil | <p>Spring 2:</p> <p>Main Outcome: information leaflet of Malala</p> <p>Oracy – Present their information on Malala</p> <p>Social and emotional – Confident delivery of pre prepared short material.</p> <p>Physical - To speak clearly and confidently in a range of context.</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]</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> |
| Our Amazing World | The Journey Home by Frann Preston-Gannon | <p>Summer 1:</p> <p>Shorter outcome: Diary entry of setting-Polar Bear's Home and his feelings about the ice melting.</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Expanded noun phrases to describe and specify, e.g. the blue butterfly</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>Main Writing outcome: Information leaflet/poster (Endangered animals)</p> | <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Commas to separate items in a list</p> |

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| | | <p>Oracy- Presenting the story with puppets to Y1.</p> <p>Physical – To speak clearly and confidently in a range of contexts.</p> <p>Social and Emotional – Confident delivery of short prepared material.</p> <p>Linguistic - To adapt how they speak in different situations according to different audiences.</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>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> |
| | Tadpole's Promise (science focus) | <p>Summer 2: Explanation text(Life cycle of a frog/butterfly)</p> <p>Oracy- inferences on the changes of the animals</p> <p>Linguistic – to use sentence stems to signal when they are building on or challenging each other's ideas.</p> <p>Cognitive – To build on others ideas in discussions.</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 | <p>Summer 2:create and perform poetry</p> <p>Innovate poems</p> <p>Oracy: Perform their poems.</p> <p>Social and emotional – *confident delivery of short, prepared material.</p> <p>*To develop an awareness of audience e.g. what might interest a certain group.</p> | <p>Alliteration (verb + noun) e.g. dancing dandelions</p> <p>Commas to separate items in a list</p> <p>Rhyming couplets</p> |

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

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| | National Curriculum Statutory Requirements YEAR 2 Reading Comprehension |
| | Develop pleasure in reading, motivation to read, vocabulary and understanding by |
| RC1 | 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 |
| RC2 | Discussing the sequence of events in books and how items of information are related |
| RC3 | Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales |
| RC4 | Being introduced to non-fiction books that are structured in different ways |
| RC5 | Recognising simple recurring literacy language in stories and poetry |
| RC6 | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary |
| RC7 | Discussing their favourite words and phrases |
| RC8 | 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 |
| RC9 | Drawing on what they already know or on background information and vocabulary provided by the teacher |
| RC10 | Checking that the text makes sense to them as they read and correcting inaccurate reading |
| RC11 | Making inferences on the basis of what is being said and done |
| RC12 | Answering and asking questions |
| RC13 | Predicting what might happen on the basis of what has been read so far |
| RC14 | 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 |
| RC15 | Explain and discuss their understanding of books, poems and other material, both those that they listen to an those thayt they read for themselves |

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

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| | National Curriculum Statutory Requirements YEAR 2 Speaking and listening |
| SL1 | Listen and respond appropriately to adults and their peers |
| SL2 | Ask relevant questions to extend their understanding and knowledge |
| SL3 | Use relevant strategies to build their vocabulary |
| SL4 | Articulate and justify answers, arguments and opinions |
| SL5 | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings |
| SL6 | Maintain attention and participate actively in collaborative conversations, staying on topic an initiating and responding to comments |
| SL7 | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas |
| SL8 | Speak audibly and fluently with an increasing command of standard English |
| SL9 | Participate in discussions, presentations, performances, role play, improvisations and debates |
| SL10 | Gain, maintain and monitor the interest of the listener |
| SL11 | Consider and evaluate different viewpoints, attending to and building on the contributions of others |

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