



**Abbey Mead Primary Academy
Year 2 Book Led Curriculum 2023-24**

<p>Ongoing objectives: Children will be encouraged to: make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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) <p>read aloud what they have written with appropriate intonation to make the meaning clear</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 true story of the three little pigs	<p>Autumn 1:</p> <p>Narrative Main Outcome: Retelling the story from a different perspective</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>Using a capital letter for names of people e.g. Goldilocks</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>
	Wolves-Emily Gravett	<p>Autumn 2:</p> <p>Short outcome: character description</p> <p>Main outcome: Non Chronological Report (Wolves)</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>Co-ordination (using or, and, but) and Subordination (using when, if, that, because)</p>

		<p>Oracy-oral presentation following written report</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>
<p>Fire! Fire!</p>	<p>The Great Fire of London by Emma Adams & James Weston Lewis</p>	<p>Spring 1:</p> <p>Recount of GFL perspective of a mouse</p> <p>GD- choose their own animal</p> <p>Oracy-Retelling from another perspective using first person</p>	<p>Use of capital letters, full stops, <u>question marks</u> 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> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>
<p>Our Amazing World</p>	<p>Malala’s Magic Pencil</p>	<p>Spring 2:</p> <p>Short Outcome: summarised retelling of her life</p> <p>Main Outcome: information leaflet of Malala</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> <p>Temporal Connectives-Next, last, an hour later</p>
Our Amazing World	The Journey Home by Frann Preston-Gannon	<p>Summer 1:</p> <p>Shorter outcome: 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>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>Commas to separate items in a list</p>
		<p>Main Writing outcome: Information leaflet/poster (Endangered animals)</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>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-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 Pussycat	<p>Summer 2:create and perform poetry</p> <p>Innovate poems</p> <p>Oracy: Perform a range of poems</p>	<p>Alliteration (verb + noun) e.g. dancing dandelions</p> <p>Commas to separate items in a list</p> <p>Rhyming couplets</p>

	<p>National Curriculum Statutory Requirements</p> <p>YEAR 2</p> <p>Word Reading</p>
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

	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 and those that they read for themselves

	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 (real 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 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

	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

	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