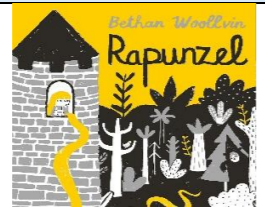

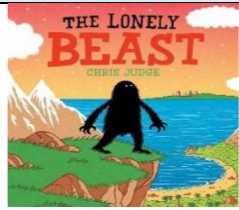
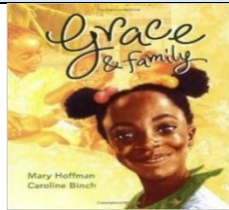
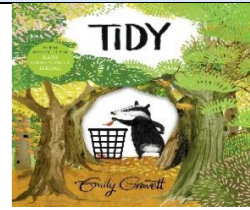




Wessex Gardens Primary School - English Curriculum Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text:						
Suggested Hook Lesson:	Give each table a Rapunzel story (shoe) box. Ask the children to use the props to retell the story of Rapunzel.	Children complete a treasure hunt with a map where X marks the spot!	Take 5 Y1 2 The Secret of Black Rock by Joe Todd-Stanton.pdf (clpe.org.uk)	Reveal a large image of The Beast. Whole class description of their initial impression of The Beast. Then reveal how kind and talented he is. Discuss first impressions.	Introduce the concept of family trees. Children create and share their own family trees.	Recycle, reuse, reduce. Throw rubbish all over the classroom/carpet/playground. Ask the children to sort and tidy items.
Spoken Language:	<ul style="list-style-type: none"> Listen attentively to adults and peers during discussions and stories, responding appropriately. Start using word maps or picture dictionaries to explore new vocabulary introduced in lessons. Justify answers and opinions with simple reasons (e.g., "I think this because..."). Describe events or stories with a clear beginning, middle, and end, practising sequencing of ideas. 	<ul style="list-style-type: none"> Listen attentively to adults and peers during discussions and stories, responding appropriately. Include follow-up questions to show understanding (e.g., "Why do you think that?"). Begin to formulate relevant questions to clarify and deepen understanding of topics discussed in class. 	<ul style="list-style-type: none"> Participate actively in group conversations, taking turns and staying on topic. Listen to instructions and responses from peers, providing relevant replies. Justify answers and opinions with more detail (e.g., "I believe this because I read that..."). 	<ul style="list-style-type: none"> Work effectively in pairs or small groups, ensuring everyone has a chance to contribute. Use word maps or picture dictionaries to explore new vocabulary introduced in lessons. Formulate specific questions that encourage further discussion and understanding (e.g., "Can you explain more about that?"). 	<ul style="list-style-type: none"> Demonstrate active listening during presentations, responding with relevant questions or comments. Create and ask open-ended questions that promote deeper understanding of various topics (e.g., "What might happen next?"). Respectfully evaluate differing viewpoints in discussions, articulating personal reflections and learning from others. 	<ul style="list-style-type: none"> Create and ask open-ended questions that promote deeper understanding of various topics (e.g., "What might happen next?"). Discuss different viewpoints more critically, responding to classmates' ideas with thoughtful comments.
Reading/Phonics:	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics	See Bug Club Phonics
Writing 1: Purpose and Audience:	Sequence and retell the story. Purpose: Entertain Audience: Year 1 children	Sequence and retell the story. Purpose: Entertain Audience: Year 2 peers	Retell the story with a different ending. Purpose: Entertain Audience: Year 1 children	Retell the story with own Beast character Purpose: Entertain Audience: Year 2 peers	Retell the story. Purpose: Entertain Audience: Year 2 peers	Retell the story from Pete's point of view. Purpose: Entertain Audience: Year 2 peers
Writing 2: Purpose and Audience	Persuasive letter to the witch Purpose: To persuade the witch to release Rapunzel Audience: The Wicked Witch.	Write instructions: How to find gold. Purpose: Inform Audience: Year 2 peers.	Description of under the sea. Purpose: Entertain Audience: Year 2 peers	A towns person writes an apology letter to the beast Purpose: Inform Audience: Year 2 peers	Write a letter home from Grace to her mum talking about her family in Africa. Purpose: Inform Audience: Mum	Write a speech to present in assembly - Recycle, reuse, reduce. Purpose: Inform Audience: Primary school children
Writing 3: Purpose and Audience <i>This is an additional unit during half terms of more than 6 weeks</i> <i>*Poetry Week to be completed in addition</i>	Character description of Rapunzel or the witch Purpose: Entertain Audience: Year 2 peers	Description of the underwater scene that Anna and Crocodile swim in Purpose: Inform Audience: Year 2 peers				Write a of things that you would do to protect the planet Purpose: Persuade Audience: School community
Composition:	<ul style="list-style-type: none"> Review Year 1 objectives [Compose a sentence orally before writing it, sequence sentences to write simple 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing for different purposes. 	<ul style="list-style-type: none"> Consider what they are going to write before beginning, by planning or saying out loud what they are going to write about. 	<ul style="list-style-type: none"> Consider what they are going to write before beginning, by writing down ideas and/or key 	<ul style="list-style-type: none"> Consider what they are going to write before beginning, by planning or saying out loud what they are going to write about. 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing about real events.

	<p>non-fiction text types linked to topics of interest/study or to personal experience.]</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) and creating links between ideas. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. 	<ul style="list-style-type: none"> Consider what they are going to write before beginning, by planning what they are going to write about and encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils and 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. 	<ul style="list-style-type: none"> Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 	<p>words, including new vocabulary.</p> <ul style="list-style-type: none"> Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 	<ul style="list-style-type: none"> Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 	<ul style="list-style-type: none"> Plan non-fiction writing with a logical sequence of events. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear.
Grammar and Punctuation:	<ul style="list-style-type: none"> Review Year 1 objectives [Separate words with spaces, use capital letters, full stops, question marks and exclamation marks to demarcate sentences, compose a sentence orally before writing it, use time adverbials and simple conjunctions.] Use expanded noun phrases to describe and specify. Consistent use of past and present tense. 	<ul style="list-style-type: none"> Learn how to use sentences with different forms: statement, question, exclamation, command. Begin to use commas to separate items in a list. Use apostrophes to mark where letters are missing and to mark singular possession in nouns. Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). 	<ul style="list-style-type: none"> Use commas to separate items in a list. Use the present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Form nouns using suffixes Form adjectives using suffixes. 	<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command. Use the present and past tenses correctly and consistently including the progressive form. Use expanded noun phrases to describe and specify [for example, the blue butterfly]. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Form nouns using suffixes Form adjectives using suffixes. 	<ul style="list-style-type: none"> Use expanded noun phrases to describe and specify [for example, the blue butterfly]. Use the progressive form of verbs in the present and past tense to mark actions in progress. Form nouns using suffixes Form adjectives using suffixes. 	<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
Spelling:	<p>No Nonsense Spellings:</p> <ul style="list-style-type: none"> Homophones Common exception words 	<p>No Nonsense Spellings</p> <ul style="list-style-type: none"> Homophones Words with contracted forms. Possessive apostrophe (singular) [for example, the girl's book]. Common exception words. 	<p>No Nonsense Spellings</p> <ul style="list-style-type: none"> Homophones Words with contracted forms. Possessive apostrophe (singular) [for example, the girl's book]. Plural noun suffixes Suffixes Common exception words. 	<p>No Nonsense Spellings</p> <ul style="list-style-type: none"> Homophones Words with contracted forms. Possessive apostrophe (singular) [for example, the girl's book]. Prefixes – changing the meaning of verbs and adjectives. Common exception words. 	<p>No Nonsense Spellings</p> <ul style="list-style-type: none"> Homophones Words with contracted forms. Possessive apostrophe (singular) [for example, the girl's book]. Suffixes that can be added to verbs. Common exception words. 	<p>No Nonsense Spellings</p> <ul style="list-style-type: none"> Homophones Words with contracted forms. Possessive apostrophe (singular) [for example, the girl's book]. Suffixes that can be added to verbs. Common exception words.
Handwriting:	<p>Nelson:</p> <ul style="list-style-type: none"> Joining to the top and from the letters e and i. Practising the horizontal join. Practising the size and height of letters. 	<p>Nelson:</p> <ul style="list-style-type: none"> Practising joining from the letter o. Practising capital letters. Practising joining to the letters a and r. 	<p>Nelson:</p> <ul style="list-style-type: none"> Practising the horizontal join. Practising the size and height of letters. Practising joining to ascenders. Practising joining from the letter o. 	<p>Nelson:</p> <ul style="list-style-type: none"> Practising printing. Practising joining to/from the letter c. Practising writing the letter g. Practising the diagonal join. 	<p>Nelson:</p> <ul style="list-style-type: none"> Practising the two ways of joining the letter s. Practising joining to the letters y and g. Reviewing all 4 handwriting joins. 	<p>Nelson:</p> <ul style="list-style-type: none"> Practising joining from the letter w. Practising the correct height and size of letters. Punctuation. Practising joining to/from the letters i, s and e.
Poetry Week:	<p>I'd like to Squeeze By John Agard Express feelings about poems Recognise simple recurring patterns</p>		<p>The Moon by Robert Louis Stevenson Develop positive attitudes towards and stamina for writing by writing poetry Create whole class poem</p>		<p>The Owl and the Pussy Cat by Edward Lear Create own poem</p>	

EXAMPLE of a 3-WEEK CYCLE

BOOK / COMPREHENSION / SPOKEN LANGUAGE FOCUS

Suggested teaching sequence for English at Wessex Gardens:

WEEK 1 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book): Writing genre:	HOOK LESSON				
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary					

PUNCTUATION AND GRAMMAR FOCUS

WEEK 2 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book): Writing genre:					
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary					

PLAN / WRITE / EDIT / PUBLISH CYCLE

WEEK 3 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book): Writing genre:					
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary				DEEP MARKING BY TEACHER SO PUBLISHED PIECE IS OF HIGH STANDARD	

Ten Top Tips for Planning an Amazing Unit of writing:

1. Hook them in

It goes without saying that children will be more successful if they're engaged with the unit as a whole. There are plenty of easy hooks into learning: drama activities, listening to a piece of music or watching a film clip all work well. You could also try teacher-in-role or reading a really well-written piece of writing.

2. Writing begins with reading

Before children are asked to do any writing in a given genre, they need to read extensively in that genre. This is essential to help them tune into the tone, structural and linguistic features and overall feel of the genre. Share published exemplars or write your own to ensure they include the language features appropriate for your class. AI can be a useful tool here.

3. Reading and text analysis should inform success criteria

As they study exemplar texts, children should make a “key ingredients” list for the genre. Their writing will be more effective if you get them to create this list, rather than just giving it to them. During the reading phase, get them to bank key words or phrases in their jotters or on the working wall.

4. Teach specific grammar skills to support writing

Refer to the National Curriculum and your school’s curriculum to ensure you are teaching appropriate grammar skills. Ensure previously taught skills are referred to regularly.

5. Model to children how to write

Before children are asked to do writing of any length the teacher should model how to do so, making explicit reference to the key ingredients list generated as a class. This sounds obvious, but I’ve seen many writing lessons suffer as a result of missing this vital step.

6. Allow planning time before drafting

This could take many forms and the amount of time you need to dedicate to this stage can vary. It can be in the form of a story map (sequencing the story in pictures), a boxed-up plan (listing the key details to be included in each paragraph), an exploded plan for more advanced writers (sequencing the piece, then expanding on the most important sections in more detail) or using a story mountain or other graphical organiser.

7. Encourage use of word banks, scaffolds and other adaptations to support and challenge individuals

Children who do little independent reading tend to lack the strong vocabulary and writer’s voice that come from extensive reading. Teachers should provide word or phrase banks for those children who lack their own mental word bank, and all pupils should be encouraged to use the shared banks generated in the reading part of the unit.

8. Allow children to redraft in response to feedback

Given the sheer amount of work we are expected to get through, it can be tempting to take children’s first drafts and then move on to the next thing. But giving children plenty of time to redraft their work in light of feedback is essential, and arguably the most important part of a writing unit. This process needs modelling extensively for younger children, but this stage can have huge benefits for children’s writing.

9. Build in challenge and support

Some children will inevitably need more support and others may benefit from a few extra challenges. These can often be simple tweaks and shouldn’t require onerous planning. Challenging writers to include things such as dramatic irony or an extended metaphor can force children to think more about the overall structure of their piece. For writers who need support, sentence stems or some useful sentence openers can often work wonders.

10. Publish children’s writing for a wider audience

Class blogs, class anthologies, school websites, displays and turning writing into a film are just a few ways we can give children an audience and purpose for their writing. This stage of the process reinforces the idea that their writing is not just for their class teacher and is a powerful motivational tool to get children ready for the next unit.

This process usually takes approximately 2-3 weeks.

It usually takes 2-3 weeks to achieve a final piece of extended writing.