

The National Curriculum purpose of study for English:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English: School Statement of Intent

At Fulwood and Cadley, our aim is to provide an English curriculum that engages and inspires our children's love of literature whilst also developing their fundamental skills of spoken and written language in order to become thoughtful readers and creative writers. Our curriculum is based around the principles of the Talk for Writing process which reflects the importance of spoken language that underpins the development of reading and writing, not only in English but across the whole curriculum. Our children are provided with opportunities to widen their vocabulary and develop their understanding of grammar for reading, writing and spoken language. They are taught to use discussion as a vehicle for learning moving on to developing crucial skills to allow them to write clearly, accurately and coherently for a range of context, purposes and audiences. Most importantly, our writing curriculum aims to inspire our children to feel confident in their ability to write and become passionate in their ability to be creative. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We strive for our pupils to develop a passion for reading and a love of books not only to support their academic ability but to develop their life-long opportunities in everyday life, further education and future employment. We believe reading is one of the most important ingredients of a successful learner and as a result, we aim to permeate our whole school curriculum with opportunities to read.

Statutory National Curriculum Summary: Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Progression Map: Nursery Rhymes/ poetry/ traditional Tales

	Class 1- EYFS	Class 2 – EYFS/ Year 1	Class 3 – Year 1	Class 4 – Year 2	Class 5 – Year 2
Nursery Rhymes	5 Current Buns 5 Little ducks 10 Green Bottles Miss Polly Had a dolly Incy Wincy Spider Baa baa black sheep I'm a little teapot Twinkle twinkle little star	5 green and speckled frogs 5 Little monkeys One, two, three, four, five There were 10 in the bed Hickory Dickory Dock Ring a ring o roses Hey diddle diddle Humpty Dumpty	Little Bo Peep One, Two, Buckle my shoe A sailor went to sea, sea, sea Row, row, row your boat 10 fat sausages sizzling in a pan Jack and Jill The Grand Old Duke of York Sing a song of sixpence Mary, Mary Quite Contrary	Diddle, diddle dumpling, my son John Here we go around a Mulberry Bush London Bridge is falling down Little Miss Muffet Pat-a cake, Pat-a- Cake Pussy Cat, Pussy Cat	Hush Little Baby Hot cross buns Mary. Mary quite contrary Old King Cole Oranges and lemons
Rhymes/Poems to recite off by heart	The Pancake (Christina Rossetti) The tadpole (Elizabeth Gould) Mud (John Smith) Poems linked to topics	If you should meet a crocodile (Christine Fletcher) Star light star bright (traditional) Ask Mummy, Ask Daddy (John Aghard) Poems linked to topics	On the Ning Nang Nong (Spike Milligan) Now we are Six (A A Milne) Poems linked to topics	Performance Poetry Poems on a theme Descriptive poetry rhymes Nonsense poems	
Fairy Tales/Folk Tales/Traditional Tales/ Fables	The Enormous Turnip Goldilocks and The Three Bears The Gingerbread Man	The Little Red Hen The Magic porridge pot Cinderella	The Three Billy Goats Gruff The Three Little Pigs Red Riding Hood	The Elves and the Shoemaker Jack and the Beanstalk The Princess and the Pea Rapunzel Snow White Chicken Little The Lion and the Mouse	The Elves and the Shoemaker (transistion) Hansel and Gretel Puss in Boots Sleeping Beauty Tom Thumb Aesop Collections

Reading Curriculum Map: Year 2

Pie Corbett's Reading Spine Suggestions For Year 2

- Traction Man is Here – Mini Grey
- Meerkat Mail – Emily Gravett
- Amazing Grace – Mary Hoffman
- Pumpkin Soup – Helen Cooper
- Who is Afraid of the Big Bad Book? – Lauren Child
- Dr Xargle's Book of Earthlets - Tony Ross
- Not Now Bernard – David McKee
- Tuesday – David Wiesner
- The Flower – John Light
- Gorilla – Anthony Brown
- Emily Brown and The Thing – Cressida Cowell
- Frog and Toad Together – Arnold Lobel
- The Owl Who was Afraid of the Dark - Jill Tomlinson
- The Giraffe, Pelly and Me –Roald Dahl
- Fantastic Mr Fox – Roald Dahl
- The Hodgeheg – Dick King-Smith
- Flat Stanley – Jeff Brown
- Willa and Old Miss Annie – Berlie Doherty

Pie Corbett's Page Turners For Year 2

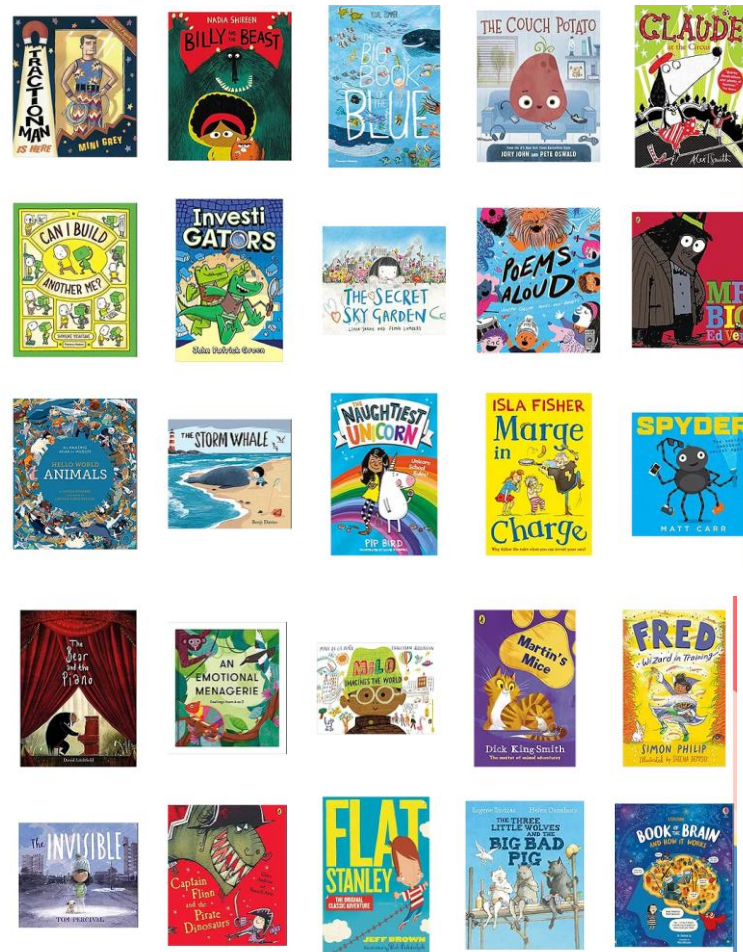
- Mrs Pepper Pot Stories – Alf Proysen
- The Stinky Cheese Man and The Fairly Stupid Tales- Jon Scieszka
- Leon and the Place Between – Graham Baker-Smith
- The Day the crayons Quit – Drew Daywalt
- A Bear called Paddington – Michael Bond
- Clarice Bea, Utterly me – Lauren Child
- Mr Majeika – Humphrey Carpenter
- Jack and the Beanstalk-Colin Stimpson
- I'll take you to Mrs Cole – Nigel Grey
- Journey – Aaron Becker

Pie Corbett's Poetry Spine Suggestions For Year 2

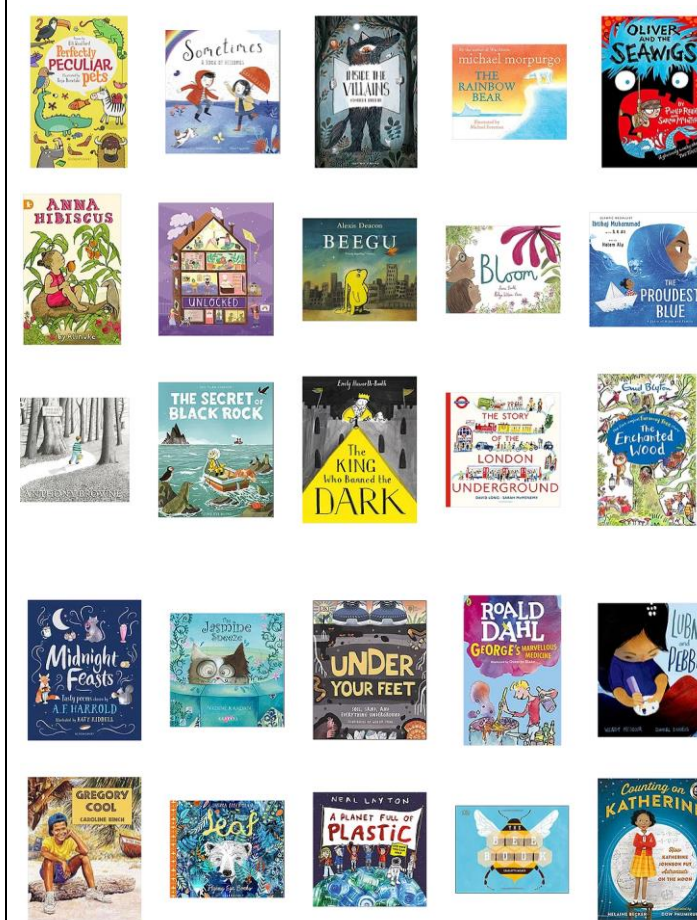
- A first Poetry Book by Pie Corbett and Gabby Morgan
- Crazy Mayonnaisy Mum by Julia Donaldson
- The Works KS1 by Pie Corbett
- Heard It In The Playground by Allan Ahlberg

50 recommended reads for year 2 that are in the TOP 50 boxes You can select from these to teach units of work or as class reads also

Top 50: Box 1



Top 50: Box 2



Additional Text Suggestions for Year 2	Picture Books	Authors
<p>Fantastic Mr Fox Flat Stanley George’s Marvellous Medicine The Hodgeheg The Owl Who Was Afraid of the Dark Salty Dogs Don’t Look in this Book The Legend of Spud Murphy Mr Majeika The Day the Crayons Quit Beaver Towers Fungus the Bogeyman Mrs Wobble the Waitress The Adventures of Captain Underpants The Dunderheads The Giraffe and the Pelly and Me Uncle Gobb The Enchanted Wood Nim’s Island Diary of a Killer Cat</p>	<p>The Mystery of the Golden Wonderflower Beegu (Y1 also) The Secret Sky Garden Footpath Flowers That Rabbit Belongs to Emily Brown (valuing things) Traction Man Is Here Journey by Aaron Becker At Our House by Isabel Minhos Martins and Madelena Matoso Moth by Isabel Thomas and Daniel Egneus Not Now Bernard (also on Y1 list) Last Stop on Market Street (diversity) Gorilla by Anthony Browne Dr Xargle’s Book of Earthlets Pumpkin Soup The Flower by John Light Jinnie Ghost by Berlie Doherty Triangle by Mac Barnett Mr Wolf’s Pancakes by Jan Fearnley Clarice Bean, that’s me by Lauren Child</p>	<p>Anthony Browne Roald Dahl Dick-King Smith Michael Foreman Allan Ahlberg (please mrs butler poems etc) Aaron Becker (picture books) Enid Blyton (classic) Atinuke (Anna Hibiscus stories)</p>
Literacy Shed Films	Classic/Archaic	Cultural Diversity/Differences
<p>Owl Babies Zahra Whistleless Way Back Home The Ugly Sharkling The Girl with the Yellow Bag The ClockTower Dangle Bubbles Book of Butterflies</p>	<p>The Magic Faraway Tree by Enid Blyton The Cat in the Hat The Little Prince Aesop’s Fables The Frog Prince The Owl and the Pussycat</p>	<p>Abdi’s Day by Verna Wilkins A Farmer’s Life for Me by Jan Dobbins Amazing Grace by Mary Hoffman Anna Habiscus’ Song by Atinuke Baba Yaga stories The Colour of Home by Mary Hoffman Fruits by Valerie Bloom Lila and the Secret of Rain by David Conway My Two Grannies by Floella Benjamin The No.1 Car Spotter and the Car Thieves by Atinuke Rama and the Demon King by Jessica Souhami Rastamouse series by Genevieve Webster Sausages! by Jessica Souhami</p>

		<p>The Monster Crisp-Guzzler by Malorie Blackman What's Cooking, Jamela? by Niki Daly Azzi in Between by Sarah Garland Lion and the Mouse Polonius the Pit Pony (GRT) The Proudest Blue by Ibtihaj Muhammad Rescue and Jessica (disability) – also on R/Y1 list What Happened to you? (also on R/y1 list) We're all Wonders (also on R/Y1 list) My Daddies! (also on r/y1 list) The Perfect Shelter (long term illness) also on y1 list Max the Champion (disability) also on y1 list The Cookie by Kath Grimshaw -also on y1 list (allergies)</p>
		<p style="text-align: center;">Refugees and Immigration</p> <p>The Day War Came The Silence Seeker Tomorrow by Nadine Kadaan The Colour of Home by Mary Hoffman and Karin Littlewood</p>

Phonics Coverage: Year 2 (Twinkl Scheme)

Year	Timescale	Twinkl Phonics level	Rhino Readers Level	Sounds	Common Exception Words	Decodable Rhino Readers Books
Year 1 Recovery (if needed)	Weeks 1 -10	Level 5	5a	ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'i_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through	Come into the woods On your Marks! Kit and Sam Mr Gale's Garden
	Weeks 11 - 20	Level 5	5b	'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/	work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before	Your body from Top to Toe All sorts of Homes Jay's Day at the Park
	Weeks 21 - 30	Level 5	5c	'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/	January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know	Do elephants wear sun cream Please leave me alone A magical trip to Scotland
Year 2 Phonics Coverage	Weeks 1 - 10	Level 6	6a	'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ 'gn' saying /n/ 'kn' saying /n/ 'wr' saying /r/ 'le' saying /l/	four, eight, world, poor, great, break, steak	A rubbish day at the beach How to make a paper Rocket The Three Trolls and the Big Bad Goat
	Weeks 11-20	Level 6	6b	'eer' saying /ear/ 'ey' saying /ee/ 'mb' saying /m/ 'a' and 'al' saying /or/ 'o' saying /u/ 'ture'	busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, group ,England, tongue, country, heart, dangerous	A Colourful festival Sam's street Party Where in the world can you find?
	Weeks 21-30	Level 6	6c	'war' saying /wor/ 'wor' saying /wur/ 'wa' saying /wo/ 'qua' saying /quo/ 's' saying /zh/ 'tion'	special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early	Bees are brilliant A Handbook of Life on Earth The Big Buzz

