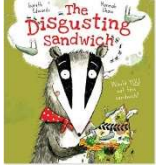
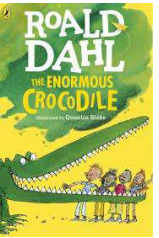
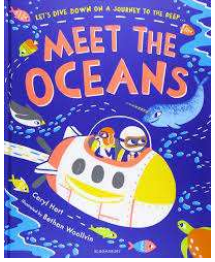
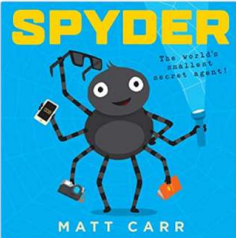
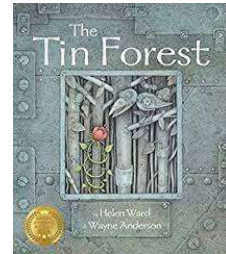
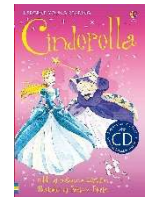
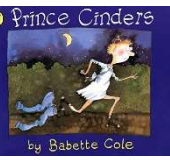
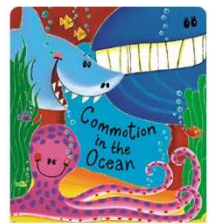
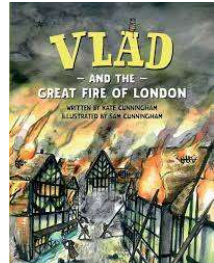
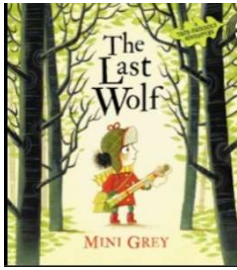
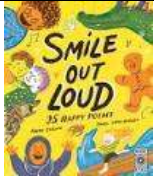
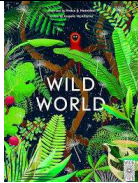


Mansbridge Primary English Map

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read with expression taking note of punctuation e.g. exclamation mark and full stops - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Read accurately words of two or more syllables that contain the same graphemes as above - Read words containing common suffixes - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Reread books to build up their fluency and confidence in word reading - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Reread these books to build up their fluency and confidence in word reading - Discussing and identify authorial intent and purpose of different fiction and non-fiction texts - Applying their growing knowledge of root words and reading words with common suffixes - Recommending to their peers, books that they have read, giving reasons for their choices - Answering and asking questions to secure their predictions and inference - 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 - Checking that the text makes sense to them as they read, and correcting inaccurate reading - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Listening to feedback on their own views - Reading with increasing expression and appropriate intonation - Recognising that particular kinds of language are associated with particular text types					
	- Retrieve basic information - To retrieve basic information about the 5 W's - Making inferences based on what is said and done - Beginning to justify inferences with textual evidence - Take note of organisational features of non-fiction texts - Answering and asking questions	- Discussing the sequence of events in books and how items of information are related - Making inferences based on what is said and done - Discussing their favourite words and phrases - Predicting what might happen on the basis of what has been read so far - Becoming increasingly familiar with and retelling a wider range of stories - Starting to make comparisons between books, discussing	- Predicting what might happen on the basis of what has been read so far - Making inferences based on what is said and done - Identifying emotive language and discussing what the author was trying to suggest in terms of the characters feelings and actions, supporting this with evidence from the text. - Continuing to extend their understanding of what they have read by	- Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and starting to be able to identify some of the types of words - Discussing the sequence of events in books and how items of information are related - Participate in discussion about books, poems and other works that are read to them and those they	- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Predicting what might happen on the basis of what has been read so far - Making inferences based on what is said and done	- Answering and asking questions to secure their predictions and inference - Predicting what might happen on the basis of what has been read so far - Making inferences based on what is said and done - Discussing the sequence of events in books and how items of information are related - Become familiar with and finding their way around non-fiction books

		similarities and differences between characters, settings and themes - Recognise simple recurring literary language in poetry - Build up a repertoire of poems learnt by heart - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the language they have listened to	can read for themselves, taking turns and listening to what others say. - Make comparisons between books they have read by discussing similarities and differences between characters, settings and themes - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Recognising some simple recurring language in poems	- Participate in discussion 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. - 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 - Make comparisons between books they have read by discussing similarities and differences between characters, settings and themes - To be able to draw on what I have read and what I already know to define new vocabulary in non-fiction texts - To practise my skimming and scanning skills	that are structured in different ways. - Thinking about the purpose and audience of non-fiction texts. - Drawing on what they already know or on background information and vocabulary provided by the teacher - Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves - Understanding the idea of cause and effect in both narrative and non-fiction
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Key Texts	 The Disgusting Sandwich Gareth Edwards	 The Enormous Crocodile Roald Dahl	 Meet the Oceans – Caryl Hart	 Spyder Matt Carr	 The Great Fire of London Emma Adams	 The Tin Forest Helen Ward
	 Ruby's Worries Tom Percival					
	 Cinderella					
	 Prince Cinders Bette Davis					
		 The Magic Finger Roald Dahl	 Commotion in the Ocean Giles Andreae	 Tad: a big story about a brave minibeast. Benji Davies	 Vlad and the Great Fire of London Kate Cunningham	 The Last Wolf Mini Grey

Key Vocabulary	<u>The Disgusting Sandwich</u> Clump (noun) Gritty (adj) Rumbling (adj) Rotten (adj) Glistening (adj) <u>Ruby's Worry</u> Enormous (adj) unexpected (adj) Tumbled (verb) Hover (verb) Shrink (verb)	<u>The Enormous Crocodile</u> Brute (noun) Foul (adj) Luscious (adj) Fearsome (adj) Hoist (verb) <u>The Magic Finger</u> Mound (noun) Chirrup (verb) Tingle (verb) Surround (verb) Scatter(verb)	<u>Meet the Oceans</u> Haven (noun) Tourist (noun) Breezy (adj) Bustling (adj) Hectic (adj) <u>Commotion in the Ocean</u> Blubber (noun) Curious (adj) Bulbous (adj) Scamper (verb) Bellow (verb)	<u>Spyder</u> Penthouse (noun) Headquarters (noun) Obstacle (noun) Bothersome (adj) Splendid (adj) <u>Tad</u> Murky (adj) Coil (verb) ooze (verb)	<u>The Great Fire of London</u> Population (noun) Ember (noun) coronation (noun) Architect (noun) Devastate (verb) Demolish (verb) <u>Vlad and the Great Fire of London</u> Inferno (noun) Scorched (adj) Scamper (verb) Collapse (verb) Trudge (verb)	<u>The Tin Forest</u> Perch (noun) Windswept (adj) Tropical (adj) Exotic (adj) Mingle (verb) <u>The Last Wolf</u> Bracken (noun) Fling (verb) Slither (verb) Pounce (verb) Lurk (verb)
Storytime	- Eliza and the Moonchild (Emma Chichester Clark) - The Smartest Giant In Town (Julia Donaldson) - Good Enough To Eat (Lizzy Rockwell) - Spooky Poems (Various authors - Scholastic)	- The Snail and the Whale (Julia Donaldson) - Explorers (Miles Kelly) - The Kingfisher Book of Comic Verse (Roger McGough) - The Dinosaur That Pooped Christmas (Dougie Poynter)	- Internet Safety (Anne Rooney) - The Day the Crayons Quit (Drew Daywalt)	- We Animals Would Like a Word With You (John Agard) - Monkey Puzzle (Julia Donaldson) - Actual Size (Steve Jenkins)	- Plant (Eye Wonder) - A Seed Is Sleepy (Dianna Hutts Aston) - Skip Across the Ocean (Floella Benjamin)	Samuel Pepys (Izzi Howell)
Additional Texts	'Kind' Axel Scheffler	 Poetry: Smile Out Loud		 Poetry: Wild World	Examples of persuasive texts	Newspaper reports about the Great Fire of London

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Writing Outcomes	<u>Diary entry as Cinderella / Prince Cinders</u> Audience: the character Purpose: to inform <u>Instructions on how to make a disgusting sandwich</u> Audience: Badger (from the story) Purpose: To inform <u>Narrative ending to the book Ruby's Worry</u> Audience: KS1 children Purpose: to entertain	<u>Warning poster for the crocodile</u> Audience: Local citizens Purpose: To inform <u>Narrative writing: a new scene for The Enormous Crocodile</u> Audience: peers Purpose: to entertain <u>Narrative writing: an alternative ending to The Magic Finger</u> Audience: peers Purpose: to entertain	<u>Informal letter home describing the oceans</u> Audience: family Purpose: To inform <u>Information leaflet on England and its seas</u> Audience: KS1 children Purpose: to inform <u>Writing and performing poetry following 'What is under' structure.</u> Audience: year 2 children Purpose: to entertain	<u>Diary writing in role as Tad (as tadpole and as frog)</u> Audience: the writer Purpose: to inform <u>Character description of own superhero minibeast.</u> Audience: children Purpose: to entertain <u>Narrative writing based on Spyder</u> Audience- year 2 children Purpose: to entertain	<u>First person account as VLAD.</u> Audience: VLAD/self Purpose: to entertain <u>Information page on The Great Fire of London</u> Audience: peers Purpose: To inform <u>Recount of trip to Bursledon Brickworks Museum</u> Audience: parents Purpose: To inform	<u>Explanation texts on how plants grow</u> Audience: Aspiring gardeners Purpose: To inform <u>Setting description – contrasting forests (real vs metal)</u> Audience: peers Purpose: to entertain <u>Letter from the wolf's point of view (The Last Wolf)</u> Audience: builders destroying forests Purpose: To inform

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills:	• <u>Develop positive attitudes towards and stamina for writing by:</u> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes • <u>Consider what they are going to write before beginning by:</u> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence • <u>Make simple additions, revisions and corrections to their own writing by:</u> - evaluating their writing with the teacher and other pupils - 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 - proof-reading 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 • learning how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use sentences with different forms: statement, question, exclamation, command • Learn to use expanded noun phrases to describe and specify [for example, the blue butterfly] • Learn to use the present and past tenses correctly and consistently including the progressive form • Learn to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <u>Spelling</u> • spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learn to spell common exception words • learn to spell more words with contracted forms • learn the possessive apostrophe (singular) [for example, the girl's book] • distinguish between homophones and near-homophones • spell by adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <u>Handwriting</u> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters					

	Read aloud their writing clearly enough to be heard by peers and the teacher Use adverbs to sequence To be able to use expanded noun phrases. Learn to use subordination to provide more information for the reader. Use full stops and question marks. Group ideas by topic Include a simple introduction and ending Planning by writing down key ideas and new vocabulary. Engage the audience through language and punctuation choices. Effective text layout. Share what they like about others' writing Proof-reading to check for spelling, grammar and punctuation.	To be able to use expanded noun phrases. Learn to use subordination to provide more information for the reader. To be able to distinguish between past and present tense. Planning by writing down key ideas and new vocabulary. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing Learn to use commands. Use full stops and question marks. Engage the audience through language and punctuation choices.	Learn to use sentences with exclamation. Learn to select appropriate word choices when writing expanded noun phrases for a particular effect. Use coordination to add more detail for the reader. Use commas correctly in a list. Planning by writing down key ideas and new vocabulary. Learn to use prepositions. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing Group ideas by topic Include a simple introduction and ending.	Write narratives Organise and plan what you want to write. Planning by writing down key ideas and new vocabulary. Learn to use singular possessive apostrophes. Continue to learn to use subordination in different contexts. Engage the audience through language and punctuation choices To develop use of expanded noun phrases. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing	Learn to use past and present tense correctly including the progressive form. Write narratives about real experiences and events. Re- reading to check what they have written makes senses and that verbs to indicate time are used correctly and consistently. Use a range of subordination and coordination to add more detail. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing	Learn to use questions to build persuasion. Encapsulate what they want to say sentence by sentences in different contexts. Consistently and mostly correctly use capital letters, full stops, question marks, exclamation marks and commas in lists. Use a range of subordination and coordination to help build an argument. Proof-reading to check for spelling, grammar and punctuation. Re- reading to check what they have written makes senses and that verbs to indicate time are used correctly and consistently. Effective text layout. Share what they like about others' writing
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