



St. Antony's Catholic Primary School



English Key Performance Indicators Curriculum Map

- Follow the discrete grammar curriculum that links with the genre that you are covering.
- Highlight grammar areas, as and covered, you will go back to review and secure.

Year 2				
Reading				
Patterns and Rhymes	Prediction, inference and deduction	Intonation and Expression	Grammatical Features	Research
Identify which words appear again and again.	Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.	Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation	Recognise: speech marks contractions Identify past/present tense.	Use content and index to locate information.
Word Reading and Spelling <ul style="list-style-type: none"> ✚ 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 accurately words of two or more syllables that contain the same graphemes as above ✚ read words containing common suffixes ✚ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✚ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ✚ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ✚ re-read these books to build 			Comprehension and Understanding <p>Reads ahead to help with fluency and expression. - Comments on plot, setting & characters in familiar & unfamiliar stories. Recounts main themes & events. Comments on structure of the text. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✚ 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 ✚ discussing the sequence of events in books and how items of information are related ✚ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ✚ being introduced to non-fiction books that are structured in different ways ✚ recognising simple recurring literary language in stories and poetry ✚ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ✚ discussing their favourite words and phrases ✚ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ✚ drawing on what they already know or on background information and vocabulary provided by the teacher ✚ checking that the text makes sense to them as they read and correcting inaccurate reading ✚ making inferences on the basis of what is being said and done ✚ answering and asking questions 	

- ✚ predicting what might happen on the basis of what has been read so far 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
- ✚ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Genres covered in Year 2

Black History Month Focus Text Timelines Narrative Information and Labelling Diagrams Explanation Instructions Stories with familiar settings and range of cultures Classic Poetry and Performance Poetry Kenning Traditional and Fairy Tales Stories and rhymes with predictable and repetitive language Descriptive writing and Character descriptions Note-making Mind maps Fact-file Biography Auto-Biography Fantasy Worlds Non-chronological Invitations Letter writing – Informal and Formal Newspaper Reports Recounts Writing a list

Writing

Sentence and Text structure

Write different kinds of sentences: statement, question, exclamation, command. Use expanded noun phrases to add description and specification. Write using subordination (when, if, that, because). Correct and consistent use of present tense and past tense. Correct use of verb tenses.

Paragraphing

- ✚ Write under headings (as introduction to paragraphs)

Handwriting - Following the Nelson Handwriting Scheme

- ✚ Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits. Evidence of diagonal & horizontal strokes to join. Beginning to join handwriting.
- ✚ 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

Transcription spell:

- ✚ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ✚ 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
- ✚ Learning to spell common exception words
- ✚ Learning to spell more words with contracted forms
- ✚ Learning the possessive apostrophe (singular) [for example, the girl’s book]
- ✚ distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance,
- ✚ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Composition

- Develop positive attitudes towards and stamina for writing by:
- ✚ Writing narratives about personal experiences and those of others (real and fictional)
 - ✚ Writing about real events
 - ✚ Writing poetry
 - ✚ Writing for different purposes Consider what they are going to write before beginning by:
 - ✚ 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 Make simple additions, revisions and corrections to their own writing by:
 - ✚ 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.

SPELLING: See Year 2 Rules and guidance in the National Curriculum Programme of Study. Spelling class work and Homework is done at least 2 times per week.

CAROL VODERMAN'S SPELLING & GRAMMAR pg. 126 - 168

Year 2

Grammar Punctuation and Spelling Curriculum : Autumn 1 and 2

<p>First 3 days Identify/use nouns and verb sentences. -use pictures (use a range of resources + CT to model + Pupils to write their own) Begin to teach/identify determiners in simple sentences.</p>	<p>Weeks 1 and 2 Nouns and Verbs -proper and common nouns -TENSES (PRESENT , PAST & FUTURE) Sentence structure -SUBJECT & PREDICATE REVIEW AND SECURE Determiners Punctuation -capital letter - Full stop</p>	<p>Week 3 SIMPLE PLURAL AND SINGULAR NOUNS & VERBS -include progressive verbs e.g. running, jumping PUNCTUATION -commas</p>	<p>Week 4 ADJECTIVES -include more than one description using a comma. EXTENSION Include: positive (base), comparative and superlative to describe. PUNCTUATION -commas</p>	<p>Week 5 SENTENCE STRUCTURE -SUBJECT-VERB-OBJECT (MAKE LINKS TO SUBJECT & PREDICATE IN Weeks 1 & 2) DESCRIPTIVE TECHNIQUES -similes -personification (HAG) -Groups of three adjectives PUNCTUATION REVIEW -commas -full stops -capital letters</p>	<p>Week 6 CONJUNCTIONS -USING COORDINATING CONJUNCTIONS TO LINK SENTENCES USING F.A.N.B.O.Y.S IN SENTENCES PUNCTUATION REVIEW -COMMAS -CAPITAL LETTERS -FULL STOPS MULTI-CLAUSAL SENTENCES</p>
<p>Week 7 CONJUNCTIONS -USING SUBORDINATING CONJUNCTIONS IN LONGER SENTENCES. E.g. because, after, that, when, while, so that, before, later, if, finally, next, first, soon, therefore, however. MULTI-CLAUSAL SENTENCES</p>	<p>Lesson 8 & 9 ADVERBS -manner -frequency -time - place -degree & FRONTED ADVERBIALS PUNCTUATION Inverted commas (Speech marks)</p>		<p>Lesson 10 & 11 SENTENCE TYPES -declaratory -exclamatory -command -question PUNCTUATION -question marks -exclamation marks</p>		<p>Lesson 12 PREPOSITION PUNCTUATION REVIEW -COMMAS -CAPITAL LETTERS -FULL STOPS PRONOUNS -CHANGE NOUNS TO PRONOUNS</p>

Year 2

Grammar Punctuation and Spelling Curriculum : Spring 1 and 2 Review and Secure

<p>Weeks 1 & 2 REVIEW SENTENCE STRUCTURE -Phrase and Clause (independent & dependent clauses)</p>	<p>Week 3 PAST, PRESENT AND FUTURE TENSES</p>	<p>Week 4 REVIEW SINGULAR AND PLURALS - IRREGULAR VERBS</p>	<p>Week 5 SUFFIXES -ful, ing, ed, er, s, es, est ment, less, ly, ness</p>	<p>Week 6 PREFIXES Bi, dis, mis, pre, pro, re, sub, tri, un, im</p>	<p>Week 7 INTERJECTIONS PUNCTUATION REVIEW</p>	<p>Week 8 REVIEW SINGULAR AND PLURAL & COMPOUND AND COMPLEX SENTENCE</p>	<p>Week 9 & 10 REVIEW WORD CLASSES, TENSES</p>	<p>Week 11 AUXILLARY VERBS</p>	<p>Week 12 COMPOUND WORDS -closed compound words</p>
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WORD CLASS REVIEW -nouns -verbs -adverbs - adjectives -pronouns - determiners -plural & singular nouns -conjunctions - prepositions	PUNCTUATION REVIEW -Capital letters -Full stops -exclamation marks -Commas -inverted commas	PUNCTUATION REVIEW EXCLAMATION	PUNCTUATION -APOSTROPHE	PUNCTUATION -APOSTROPHE	-Exclamation		PREFIXES AND SUFFIXES	REVIEW AND SECURE SENTENCE STRUCTURE AND TENSES	-open compound words PUNCTUATION -Colon in lists
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Year 2

Grammar Punctuation and Spelling Curriculum : Summer

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7	Weeks 8,9 & 10
<u>SENTENCE TYPES REVIEW</u> - declaratory - exclamatory - command - question PUNCTUATION REVIEW -question marks -exclamation marks -parentheses -commas	REVIEW SENTENCE STRUCTURE AND MULTI-CLAUSAL SENTENCES USING ALL WORD CLASSES PUNCTUATION REVIEW -Inverted commas -semi-colon	SYNONYMS & ANTONYMNS PUNCTUATION REVIEW -question mark -exclamation mark -parentheses -commas -capital letters -full stops	HOMONYMS & HOMOPHONES PUNCTUATION REVIEW -question mark -exclamation mark -parentheses --commas	REVIEW WORD CLASSES, TENSES AND SENTENCE TYPES. - SUBJECT & PREDICATE - SUBJECT + VERB + OBJECT - CLAUSE + PHRASE -Independent & dependent clauses