**Year 2 English**

**Curriculum**



**B ounce**

**Back**

When planning English for the Autumn Term, please ensure that you have the following elements included. Taught phonics must be a priority within this year group as well as the application of phonics when writing. Spelling and grammar foci are taken from Year NC expectations and are areas that require further work within your year group.

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| **Week 1** | **Focus on PSHE, social distancing rules, class rules, general settling back in and expectations. Baseline phonic assessments can be carried out within this week as well as providing the children with an opportunity to write at length for assessment purposes. This will inform which children need to focus on below strands. Please note – *productivity and pace* are a must. Therefore, when children show that they are secure with year1 content, move them on to Year 2 Autumn content.** |
| **Phonics** | All children should receive a minimum of 30 minutes phonics which should incorporate revision of missing sounds from previous stage and review of sounds at current stage. |
| **Speaking and Listening** | Opportunities must be provided to support those who have had little or no English during the lockdown period. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.  Some of the following activities can be used as a precursor to writing or as a tool to further unpick texts explored in class:   * Games and drama * Barrier games * Speaking frames * Paired/Group talk |
| **AfL expectations** | * Baseline assessments must be completed within the first week for phonics using assessment grid. * All children to be read with within week one and Salford’s completed where needed/necessary. * One piece of extended writing to be completed as an assessment piece – this will then inform pitch needed. * Formative assessment is essential during the bounce back stage and must underpin all that is taught. This assessment must then be used to ‘regularly’ alter pitch and pace. |
| **Weeks 2-8**  **Grammar and Punctuation** | *The following elements to be taught through a recount and simple narratives. Please use a short and engaging text for stimulus.*  *Please refer to following document to ensure correct pitch for tasks. This document will provide you with exemplars to assist with planning.*  [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)  Leaving spaces between words  Combining words to make sentences  Joining words and clauses using 'and'  Using capital letters, full stops, question marks, and exclamation marks  Using capital letters for names and using 'I' properly  Turning words into plurals using -s or -es  Adding suffixes to verbs without changing the root word  Using the prefix un- to change the meaning of verbs and adjectives  Putting sentences together to make small narratives |
| **Weeks 2-8**  **Spelling** | *Spelling is to be timetabled into your week and taught explicitly*  Spelling words using the 40+ phonemes they have already learnt  Spelling common exception words (see English overview on SharePoint)  Spelling the days of the week  Naming the letters of the alphabet  Adding some prefixes and suffixes to words (Please refer to Year 1 English overview for guidance on which prefixes/suffixes) |
| **Weeks 2-8**  **Reading** | Use phonics skills to decode words  Blend sounds in words  Read common exception words (tricky words)  Read words that have different endings  Read words with contractions  Read books at the right level out loud  Re-read books to build up fluency and confidence in word reading  Listen to and talk about a range of stories and texts  Learn well-known stories, fairy stories, and traditional tales  Understand the books they read and listen to |
| **Further guidance** | At least two SODA activities should be based around SPaG and Reading on a weekly basis  Children need to be given the opportunity within spelling tests to embed and secure common exception words from previous year. Twinkl spellings are useful.  Make teaching short, concise and repetitive where necessary.  Homework is to reflect Bounce Back Curriculum. Ensure this is reviewed in class.  SPaG – Introduce pm wind down in the extra 15 minutes before lunch. This time can be used to reinforce elements of SPaG such as writing days of the week etc.  Read and Rhyme time introduced. This is to include hold a sentence on white boards. ‘Today’s sentence is…’ |