



# Copplesstone English Curriculum

## Year 2

Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• <b>English text</b></li> <li>• <b>Author</b></li> <li>• <b>Key Learning Outcome</b></li> </ul>	<p><b>Fiction:</b> Boa's Bad Birthday - <i>Jeanne Willis and Tony Ross</i></p> <p><b>Key Learning Outcome:</b> To write own birthday story based on the model</p> <p><b>Non-fiction:</b> What to do with a Tail Like This - <i>Steve Jenkins</i></p> <p><b>Key Learning Outcome:</b> To create a page based on an African animal for class book.</p>	<p><b>Fiction:</b> Hansel and Gretel - <i>Lucy M George</i></p> <p><b>Key Learning Outcome:</b> To write their own version of a known tale</p> <p><b>Non-fiction:</b> Snow in the Garden - <i>Shirley Hughes</i></p> <p><b>Key Learning Outcome:</b> To write a set of instructions to make something for Christmas</p>	<p><b>Fiction:</b> Man in the Moon (A Day in the Life of Bob) - <i>Simon Bartram</i></p> <p><b>Key Learning Outcome:</b> To write a story following the pattern of the text</p> <p><b>Non-fiction:</b> Usborne Look into Space - <i>Rob Lloyd Jones</i></p> <p><b>Key Learning Outcome:</b> To write an information page with flaps to lift for more information and a question and answer flap</p>	<p><b>Fiction:</b> The Elves and the Shoe Maker - <i>Jim LaMarche</i></p> <p><b>Key Learning Outcome:</b> To write a new version of a well-known tale</p> <p><b>Non-fiction:</b> Weather - <i>Steffi Cavell-Clarke</i></p> <p><b>Key Learning Outcome:</b> To write a hybrid text incorporating two short information texts, a set of instructions, and a glossary</p>	<p><b>Fiction:</b> Jack and the Beanstalk - <i>Richard Walker</i></p> <p><b>Key Learning Outcome:</b> To write a new version of a well-known tale</p> <p><b>Non-fiction:</b> Seed to Sunflower - <i>Camilla de la Bédoyère</i></p> <p><b>Key Learning Outcome:</b> To write a booklet about the life cycle of another plant or animal</p>	<p><b>Non-fiction:</b> Look inside a pond - <i>Louise Spilsbury</i></p> <p><b>Key Learning Outcome:</b> To write a book on a minibeast habitat using features of non-fiction text and layout</p> <p><b>Poetry:</b> Mini beast Poems - <i>John Foster</i></p> <p><b>Key Learning Outcome:</b> To write a poem to describe animals' movement and appearance</p>



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### Writing

#### Writing composition taught in every unit

Develop positive attitudes towards and stamina for writing

Planning what to write by:

- Composing a sentence orally before writing it
- Re-reading what they have written to check that it makes sense
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Sequence sentences to form short narratives

Evaluate and edit by:

- Re-reading to check that their writing makes sense
- Proof-reading to check for errors in spelling, grammar and punctuation
- Evaluating their writing with the teacher and other pupils

#### Handwriting & Presentation

Children will be taught to:

- 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

Left-handed pupils will receive specific teaching to meet their needs



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Writing			
Term	Autumn	Spring	Summer
<p><b>Writing:</b> <b>Grammar &amp; Punctuation</b></p>	<p><b>Boa's Bad Birthday:</b></p> <ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others</li> <li>Becoming familiar and retelling a wide range of stories</li> <li>Discuss and clarify meanings of words</li> <li>Composing a sentence orally before writing it</li> <li>Encapsulating what they want to say, sentence by sentence</li> <li>Punctuate sentences with full-stops, capital letters, on the line with finger spaces</li> <li>Using question marks and exclamation marks</li> <li>Capital letters for names</li> <li>Joining words and sentence with co-ordinating conjunction and, but, so</li> </ul> <p><b>What to do with a tail like this:</b></p> <ul style="list-style-type: none"> <li>Write down ideas/key words including new vocabulary</li> <li>Write about real events</li> <li>Use question marks and exclamation marks</li> <li>Exclamation sentences and questions</li> <li>Use expanded noun phrases in a list</li> <li>Understand and use subordinating conjunctions when, if, because, then</li> <li>Commas for lists</li> </ul>	<p><b>Man in The Moon:</b></p> <ul style="list-style-type: none"> <li>Use the past tense consistently</li> <li>Subordinating and coordinating conjunctions</li> <li>Expanded noun phrases to describe and specify</li> <li>Write narratives about personal experiences</li> <li>Write sentences with different forms: exclamation, statement, and question</li> <li>Learn how to use both familiar and new punctuation correctly: including full stops, capital letters, exclamation marks, question marks</li> </ul> <p><b>Usborne Look into Space:</b></p> <ul style="list-style-type: none"> <li>Writing about real events</li> <li>Encapsulating what they want to say, sentence by sentence</li> <li>Sentences with different forms: exclamation, statement, and question</li> <li>Write for different purposes</li> <li>Expanded noun phrases in a list</li> <li>Commas to separate items in a list</li> <li>Subordination (when, if, that, because)</li> <li>Capital letters, full-stops, question marks</li> <li>Use present and past tense consistently and correctly</li> </ul>	<p><b>Jack and the Beanstalk alternative tale:</b></p> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Learning the possessive apostrophe</li> <li>Write from memory simple sentences dictated by the teacher</li> <li>Evaluating their writing with the teacher and other pupils</li> <li>Verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> <p><b>Seed to Sunflower:</b></p> <ul style="list-style-type: none"> <li>Use familiar and new punctuation correctly: including full stops, capital letters, exclamation marks, question marks</li> <li>Use commas to separate items in a list</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Noun phrases to describe and specify</li> <li>Present and past tenses correctly and consistently</li> <li>Use subordination ('when', 'if', 'that', or 'because') and co-ordination ('or', 'and', or 'but')</li> <li>Evaluating their writing with the teacher and other pupils</li> </ul>



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## Year 2

	<p><b>Hansel and Gretel</b></p> <ul style="list-style-type: none"><li>• Become familiar with and re-tell a wide range of stories</li><li>• The present and past tenses correctly and consistently including the progressive form</li><li>• Co-ordinating conjunctions and, or, but</li><li>• Use both familiar and new punctuation correctly: including full stops, capital letters, exclamation marks, question marks</li><li>• Use sentences with different forms: statement, question, exclamation, command</li><li>• Noun phrases to describe and specify</li></ul> <p><b>Snow in the Garden (non-fiction)</b></p> <ul style="list-style-type: none"><li>• Write for different purposes</li><li>• Use sentences with different forms: command</li><li>• Use the present and past tenses correctly and consistently including the progressive form</li><li>• Co-ordinating conjunctions and, or, but</li><li>• Use expanded noun phrases to describe and specify (in a list)</li></ul>	<p><b>The Elves and the Shoemaker:</b></p> <ul style="list-style-type: none"><li>• Become familiar and retelling a wide range of stories</li><li>• Use both familiar and new punctuation correctly: including full stops, capital letters, exclamation marks, question marks</li><li>• Use sentences with different forms: statement, question, exclamation, command</li><li>• Noun phrases to describe and specify</li><li>• Use the present and past tenses correctly and consistently</li></ul> <p><b>Weather:</b></p> <ul style="list-style-type: none"><li>• Write for different purposes</li><li>• Use sentences with different forms: command</li><li>• Use present and past tenses correctly and consistently including the progressive form</li><li>• Co-ordinating conjunctions (and, or, but)</li><li>• Subordination (when, if, that, because)</li><li>• Use noun phrases to describe and specify</li></ul>	<p><b>Usborne Look Inside a Pond:</b></p> <ul style="list-style-type: none"><li>• Write for different purposes</li><li>• sentences with different forms: command</li><li>• the present and past tenses correctly and consistently including the progressive form</li><li>• Co-ordinating conjunctions and, or, but</li><li>• Expanded noun phrases in a list</li><li>• Noun phrases to describe and specify</li><li>• Present and past tenses correctly and consistently</li><li>• Subordination (when, if, that, because)</li><li>• Evaluating their writing with the teacher and other pupils</li></ul> <p><b>Minibeast Poems:</b></p> <ul style="list-style-type: none"><li>• Learning the possessive apostrophe (singular)</li><li>• Sentences with different forms: statement, question, exclamation, command</li><li>• Expanded noun phrases to describe and specify</li></ul>
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# Copplesstone English Curriculum

## Year 2

Spelling		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>/j/ sound spelled –dge at the end of words</li> <li>/j/ sound spelled –ge at the end of words</li> <li>/j/ sound spelled with a g</li> <li>/s/ sound spelled c before e, i and y</li> <li>/n/ sound spelled kn and gn at the beginning of words</li> <li>Challenge Words</li> <li>/r/ sound spelled ‘wr’</li> <li>/l/ or /ul/ sound spelled ‘-le’ at the end of words</li> <li>/l/ or /ul/ sound spelled ‘-el’ at the end of words</li> <li>/l/ or /ul/ sound spelled ‘-al’ at the end of words</li> <li>Words ending in ‘-il’</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Long vowel ‘i’ spelled with a y at the end of words</li> <li>Adding ‘-es’ to nouns and verbs ending in ‘y’</li> <li>Adding ‘-ed’ to words ending in y</li> <li>Adding ‘-er’ to words ending in y</li> <li>Adding ‘ing’ to words ending in ‘e’ with a consonant before it</li> <li>Challenge Words</li> <li>Adding ‘er’ to words ending in ‘e’ with a consonant before it</li> <li>Adding ‘-ing’ to words of one syllable</li> <li>Adding ‘-ed’ to words of one syllable</li> <li>The ‘or’ sound spelled ‘a’ before ll and ll</li> <li>Short vowel sound ‘o’</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>/ee/ sound spelled ‘-ey’</li> <li>Words with the spelling ‘a’ after w and qu</li> <li>/er/ and /or/ sound spelled with or or ar</li> <li>/z/ sound spelled s</li> <li>Suffixes ‘-ment’ and ‘-ness’</li> <li>Suffixes ‘-ful’ and ‘-less’</li> <li>Homophones or near homophones</li> <li>Words ending in ‘-tion’</li> <li>Contractions</li> <li>Possessive apostrophe (singular)</li> </ul>



# Copplesstone English Curriculum

## Year 2

Reading		
Autumn	Spring	Summer
<p><b>Boa's Bad Birthday:</b></p> <ul style="list-style-type: none"> <li>Predict what might happen based on what has been read so far</li> <li>Listen to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</li> <li>Discuss the sequence of events in books and how items of information are related</li> <li>Recognising simple recurring literary language in stories</li> <li>Answering and asking questions</li> </ul> <p><b>What to do with a Tail Like This:</b></p> <ul style="list-style-type: none"> <li>Listen to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Discuss the sequence of events in books and how items of information are related</li> <li>Introduction to non-fiction books that are structured in different ways</li> <li>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discuss their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Answering and asking questions</li> <li>Make inferences based on what is being said and done</li> <li>Participate in discussion, listening to others and taking turns</li> <li>Explain and discuss the books</li> </ul>	<p><b>Man in the Moon:</b></p> <ul style="list-style-type: none"> <li>Read aloud what they have written with intonation</li> <li>Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</li> <li>Discuss the sequence of events in books and how items of information are related</li> <li>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discuss their favourite words and phrases</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<p><b>Jack and the Beanstalk alternative tale:</b></p> <ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Listening to, discussing and expressing views about a wide range of, stories at a level beyond that at which they can read independently</li> <li>Predict what might happen based on what has been read so far</li> <li>Making inferences on the basis of what is being said and done</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Explain and discuss their understanding of books</li> </ul> <p><b>Seed to Sunflower:</b></p> <ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing their favourite words and phrases</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know</li> <li>Explain and discuss their understanding of books, poems and other material</li> </ul>



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## Year 2

### Hansel and Gretel:

- Discuss and clarify meanings of words
- Listen to, discuss and expressing views about a wide range of stories at a level beyond that at which they can read independently
- Discuss their favourite words and phrases
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Make inferences based on what is being said and done.
- Participate in discussion, listening to others and taking turns
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Predict what might happen based on what has been read so far

### Snow in the Garden:

- Discuss the sequence of events in books and how items of information are related
- Being introduced to non-fiction books that are structured in different ways
- Clarify meanings of words.
- Recognise simple recurring literary language in stories
- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Answering and asking questions

### Usborne Look into Space:

- Become very familiar with key stories, fairy stories and traditional tales, re telling them and considering their particular characteristics
- Be introduced to non-fiction books that are structured in different ways
- Read aloud what they have written with intonation
- Listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently
- Discuss the sequence of events in books and how items of information are related
- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Answering and asking questions
- Participate in discussion about books

### The Elves and the Shoemaker:

- Listening to, discussing and expressing views about a wide range of contemporary and classic stories at a level beyond that at which they can read independently
- Becoming very familiar with fairy stories and retelling them and considering their particular characteristics
- Discussing their favourite words and phrases
- Recognising simple, recurring literary language in stories
- Discussing the sequence of events in books and how items of information are related
- Drawing on what they already know or on background information and vocabulary provided by the teacher

### Usborne Look Inside the Pond:

- Listening to, discussing and expressing views about a wide range of 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
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- 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

### Minibeast Poems:

- Recognise simple recurring literary language in stories and poetry
- Listening to, discussing and expressing views about a wide range of poetry at a level beyond that at which they can read independently
- Listen to, discuss and expressing views about a wide range of contemporary and classic 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



# Coplestone English Curriculum

## Year 2

	<p><b>Weather:</b></p> <ul style="list-style-type: none"><li>• Be introduced to non-fiction books that are structured in different ways</li><li>• Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• Discussing their favourite words and phrases</li><li>• Answering and asking questions</li><li>• Participate in discussion about books</li></ul>	
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# Coppelstone English Curriculum

## Year 2

Guided Reading sessions					
Autumn		Spring		Summer	
<b>Fiction:</b> - The Enormous Carrot/The Macaroon Man - A Magical Christmas/The Missing Mince Pies	<b>Non-fiction:</b> - Non-chronological report: Animal groups/Insects - Non-chronological report: Changes in mobile phones/Changes in toys - Non-chronological report: Village, town or city?/Capital cities and countries of the UK - Non-chronological report: Castles through the ages/Materials	<b>Fiction:</b> - The Legend of Nian/The Bird King	<b>Non-fiction:</b> - Persuasive leaflet - Visit Mexico/Visit the wonders of the UK - Non-chronological report: The World (Continents)/Look inside a castle	<b>Fiction:</b> - The Caterpillar and the Tadpole/The Lost Treasure of Crimson Cove	<b>Non-fiction:</b> - Monarchs of England and Great Britain/Queen Elizabeth II - Explanation: Why does it rain?/Weather in the UK - Recount: Diary - Florence Nightingale/Edith Cavell - Persuasive advert: Visit London/Come to the Circus
		<b>Poetry:</b> - I've Seen a Moose Bake Banana Bread/My Dog is Not the Smartest Dog		<b>Poetry:</b> - Weather/Rain	
<b>Skills taught throughout each term:</b>					
<b>Decoding</b>		Read age-appropriate books: <ul style="list-style-type: none"> <li>- sounding out unfamiliar words</li> <li>- beginning to self-correct</li> <li>- Re-read these books to build up their fluency and confidence in word reading</li> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> </ul> <ul style="list-style-type: none"> <li>• Read accurately, automatically and without undue hesitation including:               <ul style="list-style-type: none"> <li>- Words of 2 or more syllables</li> <li>- Words containing common suffixes</li> <li>- Most common exception words</li> </ul> </li> <li>• Read most words quickly and accurately without blending out loud, e.g over 90 words per minute</li> <li>• Begin to read silently with understanding</li> </ul>			



# Copplesstone English Curriculum

## Year 2

<b>Inference, Prediction, Clarifying, Questioning, Summarising</b>	<p>Make inferences from texts that they read themselves, on the basis of:</p> <ul style="list-style-type: none"> <li>- what's being said and done</li> <li>- cause and effect</li> <li>- drawing on what they already know or on background information or vocabulary (provided by the teacher)</li> </ul> <ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Discuss and clarify the meaning of words to understand texts further</li> <li>• In familiar books, check that it makes sense</li> <li>• Ask and answer questions about texts</li> <li>• Identify and explain the sequence of events in texts</li> </ul>
<b>Language for Effect</b>	<p>Identify simple literary language in stories and poetry</p> <ul style="list-style-type: none"> <li>• Discuss favourite words and phrases and their impact on the meaning</li> </ul>
<b>Themes and Convention</b>	<p>Identify key aspects of texts, e.g. .fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary</p> <ul style="list-style-type: none"> <li>• With support, justify personal response to texts</li> </ul>
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>• Read independently, demonstrating increasing stamina</li> <li>• Show developing preferences through book choice</li> </ul>

Whole Class Read Aloud					
Autumn		Spring		Summer	
<p>The Hunter - <i>Paul Geraghty</i></p> <p>Lila and the Secret of the Rain - <i>David Conway</i></p> <p>Gorilla - <i>Anthony Browne</i></p>	<p>The Colour Monster - <i>Anna Llenas</i></p> <p>The Fish Who Could Wish - <i>John Bush</i></p> <p>Fix it Duck - <i>Jez Alborough</i></p>	<p>Something Else - <i>Kathryn Cave</i></p> <p>Noisy Poems - <i>Jill Bennett</i></p> <p>Voices in the Park - <i>Anthony Browne</i></p>	<p>The Owl Who was Afraid of the Dark - <i>Jill Tomlinson</i></p> <p>Tuesday - <i>David Wiesner</i></p> <p>The Night Pirates - <i>Peter Harris</i></p>	<p>Kate and the Beanstalk - <i>Mary Pope Osborne</i></p> <p>Traditional tales - <i>Various authors</i></p> <p>The Boy Who Grew Dragons - <i>Andy Shepherd</i></p>	<p>The Twits - <i>Roald Dahl</i></p> <p>The Rhythm of the Rain - <i>Graham Baker-Smith</i></p>



# Copplesstone English Curriculum

## Year 2

Speaking & Listening		
Autumn	Spring	Summer
<p><b>Boa's Bad Birthday:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> </ul> <p><b>What to do with a Tail Like This:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> </ul> <p><b>Hansel and Gretel:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> </ul>	<p><b>Man in the Moon:</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to participate in discussions, role-play and improvisations</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Usborne Look into Space:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> </ul> <p><b>The Elves and the Shoemaker:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role-playing, improvisations, and debates</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Gain, maintain and monitor the interest of the listener</li> <li>Ask relevant questions to extend their understanding and knowledge</li> </ul>	<p><b>Jack and the Beanstalk:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role-play, improvisations and debates</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Seed to Sunflower:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling</li> </ul> <p><b>Usborne Look Inside the Pond:</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas</li> </ul>



# Coplestone English Curriculum

## Year 2

### **Snow in the Garden (non-fiction):**

- Pupils should be taught to participate in discussions, role-play and improvisations
- Use relevant strategies to build vocabulary
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling

### **Weather:**

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

### **Minibeast poems:**

- Participate in discussions, presentations, performances, role-playing, improvisations, and debates
- Speak audibly and fluently with an increasing command of Standard English
- Gain, maintain and monitor the interest of the listener