

**Burlington Nursery and Infant School**  
**English Medium Term Plan**  
**Year 2**

Curriculum Overview						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Happy Homes	The Great Fire of London	The Lonely Beast	Marvellous medicines	The Great Outdoors	Up!
B.A.D/Insight						
Fiction	Rainbow Fish  Roald Dahl Week- The Enormous Crocodile	Visual Literacy Christmas adverts	The Lonely Beast	Flat Stanley  Visual Literacy The Dream Giver  Book week text	Lila and the Secret of Rain (tbc)  Visual Literacy The Butterfly Garden (tbc)	Visual Literacy The Clock Tower  The Dark ( tbc)
Non fiction	Habitat books  Instruction Books (bird pud)  Leaflets (Wetlands)	The Great Fire of London Books	Information books on UK	Florence Nightingale Books	10 things I can do to help my world. (tbc)	Life Cycle Texts
Poetry	Animal poems		Jellyfish Poetry	Magic Box		Poetry Recital Competition

## Taught National Curriculum Objectives

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word reading	Read words of 2 or more syllables.	Read words with suffixes.				
Reading comprehension	<p>Discussing and clarifying the meanings of new words.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	Being introduced to non-fiction books that are structured in different ways.	<p>Learn poems by heart.</p> <p>Recognise simple recurring language in stories and poetry.</p>	Being encouraged to link what they read or hear to their own experiences.	Discuss favourite words and phrases.	Learn poems by heart.

Writing - Transcription		Suffixes. Prefixes.	Spell words with contracted form. Possessive apostrophe. Homophones	Write from memory simple dictated sentences.		
Writing - Handwriting	Form capital and lower case letters of correct size. Use strokes and joins. Use spacing between words.					
Writing - Composition	Write narratives about personal experiences. Write poetry. Write for different purposes (instructions/leaflets)	Write narratives about experiences of others. Write about real events. Write for different purposes (diary)	Write poetry. Write for different purposes (narrative & letters)	Write poetry. Write for different purposes (character description)	Write for different purposes (narrative; instructions)	Write poetry. Write for different purposes (recount; narrative)

Writing - vocabulary, grammar and punctuation	Full-stops. Capital letters. Exclamation marks. Question marks. Word types.	Sentences types. Expanded noun phrases. Past & present tenses. Conjunctions for co- ordination (and, or, but). Suffixes. Prefixes.	Conjunctions for subordination (when, if, that, because). Apostrophes for contractions.	Apostrophes for possession. Commas in a list.	Use/understand grammar terminology when talking about their writing.	
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# Taught on-going National Curriculum Objectives

Reading	Writing
<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge; decode words until automatic decoding becomes embedded.</li> <li>• Respond speedily with the correct sound to graphemes</li> <li>• Read accurately by blending sounds, especially recognising alternative sounds for graphemes.</li> <li>• Read all Year 1 and 2 common exception words</li> <li>• Read words quickly and accurately without overt sounding out.</li> <li>• Read aloud accurately</li> <li>• Re-read books to build up fluency</li> <li>• <i>(Read words of 2 or more syllables. Read words with suffixes taught then revisited throughout year)</i></li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading</li> <li>• Listening to and discussing and express views on a wide range of poems, stories and non-fiction (at a level beyond which they can read independently)</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Being encouraged to link what they read or hear to their own experiences.</li> <li>• Being introduced to non-fiction books that are structured in different ways.</li> <li>• Recognise simple recurring language in stories and poetry.</li> </ul>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Segment words into phonemes, spelling many correctly.</li> <li>• Learn new ways of spelling phonemes.</li> <li>• Spell common exception words</li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> <li>• Apply simple spelling rules</li> <li>• Write from memory simple sentences dictated by the teacher</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Form capital and lower case letters of correct size.</li> <li>• Use strokes and joins.</li> <li>• Use spacing between words.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words</li> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Make simple additions; revisions and corrections to their own writing by               <ul style="list-style-type: none"> <li>• evaluating their writing with teacher/other pupils;</li> <li>• re-reading;</li> <li>• proof-reading</li> </ul> </li> <li>• Read aloud their writing.</li> </ul>

<ul style="list-style-type: none"> <li>• Discussing and clarifying the meanings of new words.</li> <li>• Discuss favourite words and phrases.</li> <li>• Become increasingly familiar with key stories, fairy stories and traditional tales.</li> <li>• Continue to build up a repertoire of poems learnt by heart with appropriate intonation.</li> <li>• Understand books by: drawing on what they already know; background information and vocabulary; checking the text makes sense; making inferences; answering and asking questions; predicting what might happen.</li> <li>• Participate in discussion about books and poems by taking turns and listening to what others say.</li> <li>• Explain and discuss their understanding of texts.</li> </ul>	<p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Use capital letters, full-stops and spaces between words.</li> </ul>
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