

Keevil CofE Academy English Curriculum Overview Y2/ Y3

English Y2/3 Rotation 2	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	<p style="text-align: center;">Key Text: Fantastic Mr Fox By Roald Dahl:</p> <p>Additional Texts for Immersion – other stories by Roald Dahl The Enormous Crocodile, The Magic finger Including options for free writing</p>	<p style="text-align: center;">Key Text: Where the Wild Things Are By Michael Sendak</p> <p>Including options for free writing</p>	<p style="text-align: center;">Key Text: Flat Stanley By Jeff brown</p> <p>Additional Texts for immersion other books from the series</p> <p>Including options for free writing</p>	<p style="text-align: center;">Key Text: Fairy Tales</p> <p>Including options for free writing</p>	<p style="text-align: center;">Key Text: Beegu By Alexis Deacon</p> <p>Including options for free writing</p>	<p style="text-align: center;">Key Text: Key Text Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick</p> <p>Including options for free writing</p>
<p>PaG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y2</p> <ul style="list-style-type: none"> I can usually use when, if, but, because, and and or in my writing. I can usually add in words to describe people and things. I can spot and use nouns. <p>Y3</p> <ul style="list-style-type: none"> I can explain what verb tenses are. I can identify the tense of a verb. I can change verb tenses. I can use the present perfect form of verbs. 	<p>Y2</p> <ul style="list-style-type: none"> I can use .?! and ‘in my writing. I can write statements, questions, exclamations and commands. I can use commas in a list. I can identify verb tenses I can write in the present or past tense as I need to. I can use progressives’ verbs to show actions that are going on. <p>Y3</p> <ul style="list-style-type: none"> I can identify the main clause and subordinate clause in sentences. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. I can use different conjunctions to show time, place and cause. I can use different adverbs to show time place and cause in my writing. 	<p>Y2</p> <ul style="list-style-type: none"> I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use . ? ! and ‘ in my writing. I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use adverbs. <p>Y3</p> <ul style="list-style-type: none"> I can identify the main clause and subordinate clause in sentences. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. 	<p>Y2</p> <ul style="list-style-type: none"> I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can spot and use prepositions. I can use <i>a</i> and <i>an</i> correctly. <p>Y3</p> <ul style="list-style-type: none"> I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. I can spot and use pronouns. I can spot and use determiners. 	<p>Y2</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use . ? ! and ‘ in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use <i>a</i> and <i>an</i> correctly. <p>Y3</p> <p>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</p> <ul style="list-style-type: none"> I can identify main and subordinate clauses. 	<p>Y2</p> <p>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</p> <ul style="list-style-type: none"> I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use . ? ! and ‘ in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show contractions and possession. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use <i>a</i> and <i>an</i> correctly. <p>Y3</p> <p>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</p> <ul style="list-style-type: none"> I can identify main and subordinate clauses.

			<ul style="list-style-type: none"> I can use possessive apostrophes in words with a regular plural. 		<p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <p>I can identify main and subordinate clauses.</p> <ul style="list-style-type: none"> I can write sentences with more than one clause, using different subordinating conjunctions such as <i>when, if, because, although</i>. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can explain what verb tenses are. I can use the present perfect form of verbs. I can use possessive apostrophes in words with a regular plural. I can spot and use pronouns. I can spot and use determiners 	<ul style="list-style-type: none"> I can write sentences with more than one clause, using different subordinating conjunctions such as <i>when, if, because, although</i>. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can explain what verb tenses are. I can use the present perfect form of verbs. I can use possessive apostrophes in words with a regular plural. I can spot and use pronouns. I can spot and use determiners
Additional subjects + writing options	Science Living things	Science – Uses of Materials	Science – Light and Sound	Science: Changing Materials	Science – Habitats	Science Plants
	Understanding Christianity: GOD EYFS: F1 – Why is the word 'God' so important to Christians? KS1: 1.1 – What do Christians believe God is like?	Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?	Discovery RE: JUDAISM EYFS: F1/2 Autumn 1 – What makes people special? KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?	Understanding Christianity: SALVATION EYFS: F3 – Why do Christians put a cross in an Easter Garden? KS1: 1.5 – Why does Easter matter to Christians?	Discovery RE: PEOPLE OF GOD EYFS: F1/2 Summer 1 – What can we learn from stories? KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?	Discovery RE: JUDAISM EYFS: - F1/2 – What makes places special? KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?

<p>Reading KS1</p>	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc... Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions in a variety of forms Vocabulary discussion – magpie/ glossary? Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc... Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions in a variety of forms Vocabulary discussion – magpie/ glossary? Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc... Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions in a variety of forms Vocabulary discussion – magpie/ glossary? Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text</p>
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<p>Phonics and spelling</p>	<p>Y2 <i>Phase 6 Letters and sounds</i> <i>Approx. age: 6–7 Year 2</i> <i>In Phase 6 children will read with increasing fluency. They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend.</i> <i>Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on. These will be covered via RWI scheme</i></p> <ul style="list-style-type: none"> • Complete assessment to move to Read write inc and find start point for learning. If children are unready to move on they will revisit Phase 5 RWI • Unit 1 or spelt a before l and ll, Unit 2 soft c. • Special focus tricky words, • Unit 3 adding suffix y • Unit 4 adding suffix y Y3 • Review children to identify those who require additional phonics input • Y3 	<p>Y2</p> <ul style="list-style-type: none"> • Special focus Homophones • Unit 5 adding suffix ly • Unit 6 The n sound spelt kn and gn, • Special focus tricky words • Unit 7 The igh sound spelt y • Unit 8 adding the suffix ing Y3 • Unit 4 adding the suffix – ly • Unit 5 words ending in -ture • Special focus Homophones • Unit 6 adding - ation to verbs to form nouns • Revision 	<p>Y2</p> <ul style="list-style-type: none"> • Special focus homophones • Unit 9 adding suffix ing • Unit 10 The j sound • Special focus contractions and apostrophes • Unit 11 The o sound spelt a after w and qu • Unit 12 adding the suffix ed Y3 • Unit 7 Words with the c sound spelt ch • Unit 8 Words with the sh sound spelt ch • Special focus The short l sound spelt y • Unit 9 adding the suffix –ion • Revision – • 	<p>Y2</p> <ul style="list-style-type: none"> • Special focus The u sound spelt o and the or sound spelt ar after w • Unit 13 and 14 adding the suffix ed • Special focus Possessive apostrophes Book 2b • Unit 1 r spelt wr Unit 3 and 4 Adding suffixes –er or –est Y3 • Unit 10 adding the suffix –ian • Unit 11 adding the prefix re- • Special focus Homophones • Unit 12 adding the prefix anti • Revision • 	<p>Y2</p> <ul style="list-style-type: none"> • Special focus Homophones • Unit 5 ee sound spelt ey • Unit 6 adding suffixes –ness • Special focus words ending in il and words where s makes the zh sound • Unit 7 adding the suffix –ness • Unit 8 words ending in el Y3 • Unit 13 adding the prefix super- • Unit 14 adding the prefix sub- • Revision • Y 3/4 key words • 	<p>Y2</p> <ul style="list-style-type: none"> • Unit 9 words ending in –el • Unit 10 words ending in –al • Unit 11 Adding the suffix –ful • Unit 12 adding the suffix –less • Unit 13 Adding the suffix –ment • Unit 14 adding the ending in –tion • Adding the suffix –es Y3 • Revision • Assessment
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	<ul style="list-style-type: none">• Unit 1 Adding prefixes dis- and in-• Unit 2 adding im to root words beginning with m or p• Special focus tricky words• Unit 3 adding the suffix -ous• Revision•					
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