**Keevil CofE Academy English Curriculum Overview Y2/ Y3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| English Y2/3Rotation 1 | Term1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Writing  | Key Text: TRACTION MAN IS HEREBy Mini GreyAt least 1 session a week for free writing | Key Text: Mr Penguin and the Lost Treasureby Alex T SmithAt least 1 session a week for free writing | Key Text: MR MAJEIKABy Humphry CarpenterAt least 1 session a week for free writing | Key Text: The HodgehegBy Dick King SmithAt least 1 session a week for free writing | Key Text: Oliver and the SeawigBy Philip ReeveAt least 1 session a week for free writing |
| PaG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons. | Y2* 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.

Y3* 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.
 | Y2* 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.
* Y3
* 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.
 | Y2* 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.

Y3* 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.
* I can use possessive apostrophes in words with a regular plural.
 | Y2* 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 *a* and *an* correctly.

Y3* 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.
 | Y2* FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING
* 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 a and an correctly.

Y3FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDINGI can identify main and subordinate clauses.* 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.
* 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
 | Y2* EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING
* 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 a and an correctly.

Y3* EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING
* I can identify main and subordinate clauses.
* 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.
* 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 –: LightNon Chronological Report writing, Explanation text | Science – ElectricityInstructions, report writing | Science – RocksNon Chronological Report writing, Explanation text | Science: EvolutionNon Chronological Report writing, Explanation text | Science – Living ThingsReport writing, Explanation text, Information text | Science plant classificationReport writing, Explanation text, Information text |
| Reading KS1 | Vocabulary/Word meaningPrior knowledgeAssociated with the reading. Links to self, text and wider worldThis can includeDebate, mind-mapping, picture,Inference etc…Summarise the story so far (unless first session)Teacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening promptsRead 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 formsVocabulary discussion – magpie/ glossary?Interrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text | Vocabulary/Word meaningPrior knowledgeAssociated with the reading. Links to self, text and wider worldThis can includeDebate, mind-mapping, picture,Inference etc…Summarise the story so far (unless first session)Teacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening promptsRead 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 formsVocabulary discussion – magpie/ glossary?Interrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text | Vocabulary/Word meaningPrior knowledgeAssociated with the reading. Links to self, text and wider worldThis can includeDebate, mind-mapping, picture,Inference etc…Summarise the story so far (unless first session)Teacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening promptsRead 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 formsVocabulary discussion – magpie/ glossary?Interrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Phonics and spelling  | Y2 *Phase 6 Letters and sounds**Approx. age: 6–7 | Year 2**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.**Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on. These will be covered via RWI scheme** 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
* 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
 | Y2* 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
 | Y2* 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 8Words with the sh sound spelt ch
* Special focus The short I sound spelt y
* Unit 9 adding the suffix –ion
* Revision –
 | Y2* 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 –estY3* Unit 10 adding the suffix –ian
* Unit 11 adding the prefix re-
* Special focus Homophones
* Unit 12 adding the prefix anti
* Revision
 | Y2* Special focus Homophones
* Unit 5 ee sound spelt ey
* Uni 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
 | Y2* Unit 9 words ending in –el
* Unit 10 words ending in –al
* Unit 11 Adding the suffix –ful
* Unit 12 adding thee suffix –less
* Unit 13 Adding the suffix –ment
* Unit 14 adding the ending in – tion
* Adding the suffix –es

Y3* Revision
* Assessment
 |