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

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| English Y2/3  Rotation 1 | Term1 | Term 2 | | Term 3 | Term 4 | | Term 5 | Term 6 |
| Writing | Key Text:  TRACTION MAN IS HERE  By Mini Grey  At least 1 session a week for free writing | Key Text:  Mr Penguin and the Lost Treasure  by Alex T Smith  At least 1 session a week for free writing | | Key Text:  MR MAJEIKA  By Humphry Carpenter  At least 1 session a week for free writing | Key Text:  The Hodgeheg  By Dick King Smith  At least 1 session a week for free writing | | Key Text:  Oliver and the Seawig  By Philip Reeve  At 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.   Y3  FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING  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 | 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 –: Light  Non Chronological Report writing, Explanation text | Science – Electricity  Instructions, report writing | | Science – Rocks  Non Chronological Report writing, Explanation text | Science: Evolution  Non Chronological Report writing, Explanation text | | Science – Living Things  Report writing, Explanation text, Information text | Science plant classification  Report writing, Explanation text, Information text |
| Reading KS1 | 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 | | 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 | | | 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 | | |

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| 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 –est  Y3   * 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 |