

Topic overviews

Semester 1		
	Strand	Content
Unit 1: Brainwaves	Focus Genre: Expository Writing Sub Genre: Informational Text	
	Reading	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
		Explain and discuss their understanding of the text for example, explain events; describe a character's actions.
		Know high frequency words and use phonic skills consistently and automatically to address challenging words.
		Prepare scripts to read aloud. Show appropriate volume when reading aloud.
		Read at a speed sufficient for them to focus on understanding.
		Explain the meaning of words in context; use dictionaries to check meaning.
		Check to make sure the text makes sense, reading to the punctuation and usually re-reading or self-checking.
	Writing	Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
		Write to suit purpose, and show some features of the genre being taught.
		Create chronological narratives; write in sequence. Write simple beginning, middle, ending.
		Describe characters, settings and /or plot in a simple way, with some interesting details.
		Use checklists and rubrics for proofreading for spelling and punctuation.
Grammar	Sentences including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.	
	Identify and use a range of prepositions.	

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		<p>Key Vocabulary: Brainwaves</p> <p>growth mindset resilience neuron challenge improve strategies</p>
	Summative Assessment	<p>Task 1: All About Me Project ‘What’s in my Bag’ Assessment Focus: Expository/Narrative writing</p> <p>Task 2: Explaining the Growth Mindset Assessment Focus: Informational Writing</p>
Unit 2: What’s on the Menu?	Focus Genre: Information Text: Writing for Advertising Sub Genre: Poetry	
	Reading	Read the most common words by sight.
		Read a range of age-appropriate non-fiction books.
		Recognise how a non fiction book is often organised and presented.
		Know high frequency words and use phonic skills to address challenging words.
		Retrieve and record information from non-fiction texts.
		Explain the meaning of words in context; use dictionaries to check meaning.
		During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say
	Writing	Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
		Write to suit purpose, and show some features of the genre being taught.
Use headings and subheadings to aid presentation.		
Evaluate your own and others’ writing, with direction; re-read and check your own writing; make changes.		
Grammar	Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.	
	Correct subject and verb agreement when using singular and plural.	

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		Use varied vocabulary.
		Consolidate knowledge of word classes: noun, adjective, verb, adverb.
		Key Vocabulary: Whats on the Menu food pyramid advertising recipe menu Cooperation
	Summative Assessment	Task 1: Restaurants Created Banner, poster, table tent, recipe, business plan (digital and print) Assessment Focus: Writing for advertising Task 2: Poetry Writing and Performance Assessment Focus: Write poetry to convey a thought
Unit 3: Saving the World	Focus Genre: Information Text: Report Sub Genre: Creative Text: Poetry/Script	
	Reading	Read the most common exception words by sight.
		Read with fluency a range of age-appropriate text types (poetry, realistic fiction, non-fiction books).
		Read at a speed sufficient for them to focus on understanding.
		Know high frequency words and use phonic skills to address unfamiliar or challenging words.
		Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.
		Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
		Explain the meaning of words in context; use dictionaries to check meaning.
		During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
Writing	Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	

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		Write to suit purpose, and show some features of the genre being taught.
		Use headings and subheadings to aid presentation.
		Evaluate their own and others' writing, with direction; re-read and check their own writing; make changes.
	Grammar	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
		Indicate possession by using the possessive apostrophe with plural nouns
		Use conjunctions, adverbs and prepositions to express time and cause
		Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
	Key Vocabulary: Saving the World species deforestation tropical environment tribes ecosystem	
Summative Assessment	Task 1: Animal Report Assessment Focus: Informational Text Task 2: Poetry/Script Assessment Focus: Write a poem/play to convey thoughts, feelings and subject being taught.	
Semester 2		
Unit 4: Feel the Force	Focus Genre: Information Text - Newspaper Report Sub Genre: Creative Text - Diary Entries	
	Reading	Read with fluency a range of age-appropriate legends.
		Read at a steady speed.
		Listen to, discuss and express views about a wide range of fiction.
		Understand characters' feelings, thoughts and motives, from their actions or words.
Discuss words and phrases that capture the reader's interest and imagination.		

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		Explain the meaning of words in context.
	Writing	Read aloud their own writing to a group or the whole class.
		Plan their writing.
		Draft and write.
	Grammar	Identify direct speech.
		Recognise nouns, adjectives, verbs and adverbs.
		Use 'a' or 'an' correctly.
		Key Vocabulary: Forces friction gravity air resistance buoyancy magnet resistance
	Summative Assessment	Task 1: Write a newspaper article based on the Great North Race Assessment Focus: Expository writing Task 2: Multiple diary entries in the 1st person past tense Assessment Focus: Autobiographical Writing
	Unit 5: Material World	Focus Genre: Creative Text: Script Writing Sub Genre: Information Text: Book Review
Reading		Read most common words by sight.
		Read at a steady speed.
		Use phonic skills to address unfamiliar or challenging words.
		Predict what might happen from details stated and implied.
		Explain and discuss their understanding of the text.
		During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
		Check the punctuation in a text makes sense.

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		Identify themes and conventions in a range of books.
		Use dictionaries to check meaning.
	Writing	Drawing on reading and research when necessary.
		Considering how authors have developed characters and settings and describe characters and atmosphere.
		Build basic paragraphs.
	Grammar	Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
		Write secure sentences - including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
		Use 'a' or 'an' correctly.
		Key Vocabulary: Material World transparent opaque property flexible absorbent waterproof
	Summative Assessment	Task 1: Write and perform a puppet show. Assessment Focus: Scriptwriting Task 2: Book Review Assessment Focus: Persuasive Text
Unit 6: Chocolate	Focus Genre: Creative Text - Fantasy Narrative Sub Genre: Information Text - Information Report	
	Reading	Read at a speed sufficient for them to focus on understanding.
		Know high frequency words and use phonic skills consistently and automatically to address unfamiliar or challenging words.
	Identify themes and conventions in a range of books.	

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		Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.	
		Explain the meaning of words in context; use dictionaries to check meanings.	
		Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.	
	Writing		Identifying the audience for and purpose of the writing.
			Drawing on reading and research when necessary.
			Considering how authors have developed characters and settings.
			In narratives describe characters and atmosphere and integrate dialogue to convey character.
			Build basic paragraphs
	Grammar		Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.
			Consolidate knowledge of word classes: noun, adjective, verb, adverb.
			Identify direct speech. Begin to use inverted commas for direct speech.
			<p>Key Vocabulary: Chocolate</p> <p>fair trade environment flavor slavery virtue imagination</p>
	Summative Assessment	<p>Task 1: Write a fantasy narrative in Book Creator. Assessment Focus: Fantasy Writing</p> <p>Task 2: Write a report on Chocolate. Assessment Focus: Informational Writing</p>	

Topic overviews

Grade 2

All concepts of Literacy are taught within context to create meaningful learning experiences. Students are then taught the mechanics and skills needed to both read and write appropriate genres that will enhance their understanding of other subjects taught. Most concepts are taught multiple times throughout the year to deepen understanding and learn how the concepts are used in English according to genre. Speaking and Listening is taught every day through English language immersion. Teachers are constantly modelling and correcting student speech, pronunciation, intonation and spoken grammar.

Some strands of the Literacy curriculum are taught continuously over the year and are differentiated according to students' needs. Spelling and guided reading are two of these practices that are taught every day within the context of learning.

By the end of **Grade 2**:

Spelling:

- Write from memory, simple dictated sentences which include familiar GPCs (Grapheme-Phoneme Correspondence), common exception words and punctuation.
- Use knowledge of morphology to spell some words with prefixes e.g. dis-, mis-, in-, super-anti-
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion, and -ssion
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones (e.g. berry, bury, break, brake, here, hear, grown, groan etc)
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats

Handwriting:

- Writing is legible.
- Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lowercase.
- Writing is usually spaced sufficiently
- Appropriate letters are joined, according to the school's handwriting approach.

Guided reading: Book discussions, expressing and justifying opinions, building ideas, challenging others views and FOCUS ON ONE READING SKILL: *main ideas, inference, summaries, character descriptions, predicting, compare and contrast, cause and effect, summarising, author's purpose* (dependant on class needs)

Please note: during distance learning there may be adaptations to this overview. All core learning will be covered.