

English Curriculum Framework Cycle B Year 2/3							
2021/22 Cycle B	Theme 1B	Theme 2B	Theme 3B	Theme 4B	Theme 5B	Theme 6B	Theme 7B
Theme	Uses of Everyday Materials and Rocks: Why are there different materials and rocks?	Significant Local Events: Rules and Schools	All around the World	Plants and Animals including Humans: How do living things grow?	Roman Britain: Romans and Celts	From Source to Sea	Forces and Magnets: How does a magnetic force work?
Subject focus	Science	History	Geography	Science	History	Geography	Science
Purpose of writing	Entertain Inform	Entertain Inform	Entertain	Inform Persuade Explain	Entertain Inform	Entertain	Entertain Explain
Writing Outcomes	Narrative Newspaper	Narrative Diary writing Leaflet	Poetry Narrative (Setting description)	Biography / description Instructions Explanation Texts Science link Letters	Narrative Information texts	Poetry Narrative	Poetry Explanation texts
Focus Texts for Writing	Pobble 365 Example Rock and Fossils Newspaper Articles	Little Red Riding Hood T4W Film Clip Diary Entry (Teacher made)	Voices in the Park (setting description)	Wangari's Trees of Peace Dear Green Peace	Escape from Pompeii	Flotsam Poetry - Once upon a raindrop	Non- fiction text Summer poetry

		Example Leaflets				The Journey by Aaron Becker	
Focus Texts for Class story/ stories	The Street Beneath Me Stone Girl, Bone Girl Danny the Champion of the World	Brothers Grimm – LRRH Roald Dahl – LRRH Oliver Twist Fantastic Mr Fox	Jelly Boots and Smelly Boots Mr Wolf's Pancakes Here we are by Oliver Jeffers	Jim and the Beanstalk Toby Alone The Boy who grew dragons	Thieves of Ostia – Caroline Lawrence Empires End	This morning I met a whale – Michael Morpurgo The Wind in the Willows	Meerkat Mail – Emily Gravett The Iron Man Traction Man
Other quality texts linked to theme that could be used for guided reading or independent reading, book corners etc	Iron Man The Abominables Non-fiction books on Materials, Rocks, Soils	I am a Rat by Michael Morpurgo Flat Stanley by Jeff Brown Non-fiction books on Victorians	What a Wonderful World by Leisa Stewart-Sharpe & Lydia Hill	Non-fiction books on plants and animals	Non-fiction books on Romans and Celts	Non-Fiction books on Rivers, The Water Cycle	Non-fiction books on forces and magnets The Owl who was Afraid of the Dark by Jill Tomlinson The Giraffe, the Pelly and Me by Roald Dahl
Spelling							
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	

Common Exception Words	<u>Year 2</u> door, floor, poor, water, because, most, only, both, old, gold, cold, hold, told, find, kind, mind, behind, child, wild, climb, eye	<u>Year 2</u> half, after, fast, last, past, father, class, grass, pass, plant, path, bath, even, people, money, Christmas	<u>Year 2</u> great, steak, break, move, prove, improve, beautiful, who, could, should, would, every everybody	<u>Year 2</u> children, again, any, many, pretty, beautiful, busy, who, whole	<u>Year 2</u> hour, busy, clothes, sugar, sure, parents, clothes, Mr, Mrs	<u>Year 2</u> Homophones: bare, bear sun, son be, bee blue, blew night, knight quite, quiet
	<u>Year 3</u> busy, business, arrive, decide, describe, extreme, guide, surprise	<u>Year 3</u> different, favourite, February, interest, library, ordinary, separate	<u>Year 3</u> knowledge knowledgeable accidentally actually occasionally probably	<u>Year 3</u> disappear, disbelieve, rebuild, reposition, appear, believe, build, position	<u>Year 3</u> eight, eighth, reign, weight, height	<u>Year 3</u> address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose
Word Families	<u>Year 2</u> J spelled g, ge and dge S spelled c N spelled kn and gn Multi syllable words	<u>Year 2</u> Long I spelled y Vowel suffixes: Ed ing er est and y to words (plonkers, doublers or droppers!) There, their, they're	<u>Year 2</u> Wr Le, el, il and al at end of words Or spelled a before l and ll "u" sound spelled O Consonant Suffixes ~ment, ~ness, ~ful, ~less ~ly (plonkers or droppers!) Contractions	<u>Year 2</u> Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "zj" spelled s Possessive apostrophe for singular nouns	<u>Year 2</u> Tion suffixes Here, hear One, won to, too, two see, sea	<u>Year 2</u> Revise and consolidate

	<p>Year 3 Possessive apostrophe singular and plural words</p> <p>Homophones: here, hear heel, heal, he'll</p>	<p>Year 3 Sure and ture word endings (as in measure, creature)</p> <p>"u" spelled ou (young, double)</p> <p>Homophones: not, knot male, mail medal, meddle</p>	<p>Year 3 Ly suffix ~ly and ~ally suffix: accidentally, actually, occasionally, probably</p> <p>Homophones: accept, except affect, effect ball, bawl berry, bury</p>	<p>Year 3 Prefixes: un~, dis~, mis~, in~, il~</p> <p>Homophones: break, brake fair, fare great, grate groan, grown</p>	<p>Year 3 "ay" spelled ei, eigh, ey</p> <p>Suffixes beginning with vowels added to multi syllable words: ~en, ~ing, ~er, ~ed, ~ation</p>	<p>Year 3 More prefixes: pre-, sub-</p> <p>Homophones: main, mane meat, meet missed, mist piece, peace</p> <p>Revise and consolidate</p>
<p>Text level features</p>	<p style="text-align: center;">Year 2 CONSOLIDATE Year 1 list</p> <p>FICTION Yr2 Secure use of planning tools:</p> <ul style="list-style-type: none"> - Story map - Story mountain - Story grids - Boxing-up' grid <p>Understanding 5 parts to a story with more complex vocabulary:</p> <ul style="list-style-type: none"> - Opening e.g. In a land far away... One cold but bright morning... - Build-up e.g. Later that day - Problem / Dilemma e.g. To his amazement - Resolution e.g. As soon as - Ending e.g. Luckily, Fortunately, - Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. 			<p style="text-align: center;">Year 3: CONSOLIDATE Year 2 list</p> <p>FICTION Paragraphs to organise ideas into each story part.</p> <p>Extended vocabulary to introduce 5 story parts:</p> <ul style="list-style-type: none"> - Introduction: should include detailed description of setting or characters - Build-up –build in some suspense towards the problem or dilemma - Problem / dilemma –include detail of actions / dialogue - Resolution - should link with the problem - Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. <p>Use of the perfect form of verbs to mark relationships of time and cause.</p> <ul style="list-style-type: none"> - e.g. I have written it down so I can check what it said. <p>Use of present perfect instead of simple past.</p>		

	<p>The consistent use of present tense versus past tense throughout texts. Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p><u>NON-FICTION</u> Secure use of planning tools:</p> <ul style="list-style-type: none"> - Text map - washing line - 'Boxing –up' grid <p>Introduction</p> <ul style="list-style-type: none"> - Heading - Hook to engage reader - Factual statement / definition - Opening question <p>Middle section(s)</p> <ul style="list-style-type: none"> - Group related ideas / facts into sections - Sub headings to introduce sentences /sections - Use of lists – what is needed / lists of steps to be taken - Bullet points for facts - Diagrams <p>Ending</p> <ul style="list-style-type: none"> - Make final comment to reader <ul style="list-style-type: none"> - Extra tips! / Did-you-know? facts / True or false? 	<ul style="list-style-type: none"> - He has left his hat behind (as opposed to He left his hat behind.) <p><u>NON-FICTION</u> Paragraphs to organise ideas around a theme.</p> <p>Introduction</p> <ul style="list-style-type: none"> - Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? <p>Middle Section(s)</p> <ul style="list-style-type: none"> - Group related ideas /facts into paragraphs - Sub headings to introduce sections / paragraphs - Topic sentences to introduce paragraphs - Flow diagram <p>Develop Ending</p> <ul style="list-style-type: none"> - Personal response <ul style="list-style-type: none"> - Extra information / reminders - e.g. Information boxes/ five amazing facts/ Wow comment
<p>Sentence level features (including grammar and punctuation)</p>	<p style="text-align: center;"><u>Year 2</u> CONSOLIDATE Year 1 list</p> <p><u>Sentence Construction</u> Types of sentences: Commands 'ly' sentence starters, e.g. Usually, Eventually, Finally, Carefully, Slowly, ... Vary openers to sentences Use adverbs e.g. Tom ran quickly down the hill.</p>	<p style="text-align: center;"><u>Year 3:</u> CONSOLIDATE Year 2 list</p> <p><u>Sentence Construction:</u> Vary long and short sentences Long sentences to add description or information. Short sentences for emphasis and making key points, e.g. Sam was really unhappy. Visit the farm now. Embellish simple sentences</p>

Secure use of:

- compound sentences using co-ordinating conjunctions and/ or / but / so
- complex sentences using subordination e.g. drop in a relative clause who/which. 'Sam, who was lost, sat down and cried.' 'The Fire of London, which started in Pudding Lane, spread quickly.'

Additional subordinating conjunctions

- What/while/when/where/because/then/so that/if/to/until e.g. While the animals were munching breakfast, two visitors arrived.

Use long and short sentences

- Long sentences to add description or information
- Use short sentences for emphasis

Expanded noun sentences e.g. lots of people, a bright sunny day

List of 3 for description e.g. he wore old shoes, a dark cloak and a red hat.

Word Structure/Language:

More prepositions e.g. behind, along, above, before, between, after

Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails

Adverbs for description e.g. Snow fell gently and covered the cottage in the wood

Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.

Generalisers for information e.g. Most dogs ...Some cats....

Formation of nouns using suffixes such as -ness, -er

Use of the suffixes -er and -est to form comparisons of adjectives and adverbs

Punctuation:

Demarcate sentences

- Capital letters

Adverb starters to add detail, e.g. Carefully, she crawled along the floor

Adverbial used as a 'where', 'when' or 'how' started (fronted adverbials)

A few days ago, we discovered a hidden box

Prepositional phrases to place the action

On the mat, behind the tree

Compound sentences

Using for/and/nor/but/or/yet/so (coordinating conjunctions)

Develop complex sentences with range of subordinating conjunctions

ing clauses as starters e.g. Sighing, the boy finished his homework

Drop in a relative clause using who/whom/which/whose/that

e.g. The boy, whose name is George, thinks he is very brave

Sentences of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

Pattern of 3 for persuasion e.g. Visit, swim, enjoy!

Word Structure/Language:

Wider range of prepositions e.g. next to, by the side of, in front of, during, through, throughout

Powerful verbs e.g. stare, tremble, slither

Boastful language e.g. magnificent, unbelievable, exciting

More specific/technical vocabulary to add detail e.g. Drops of rain fell on the corrugated, tin roof

Nouns formed from prefixes e.g. auto ... super... anti...

Word families based on common words e.g. teach – teacher, beauty – beautiful

Use of determiners a or an according to whether next word begins with a vowel

Punctuation:

Colon before a list e.g. What you need:

Ellipses to keep the reader hanging on

Secure use of inverted commas for direct speech

	<ul style="list-style-type: none"> - Full stops - Question marks - Exclamation marks - Commas to separate items in a list - Comma after -ly opener, e.g. fortunately, slowly - Speech bubbles - Speech marks for direct speech - Implicitly understand how to change from indirect speech to direct speech <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Use of commas after a fronted adverbial e.g. Later that day, I heard the bad news</p>
<p>Spoken Language</p>	<p style="text-align: center;"><u>Year 2</u></p> <p>The Language of Argument – Agreement and Disagreement No because..... Yes because..... I agree / disagree because..... I think..... because.... and also because..... However..... Also.....</p> <p>The Language of Comparison – Comparing and Contrasting They are the same because..... They are similar because..... They are different because.... is.....and.....is..... They are alike because they are both..... It feels different because this one..... and that one.....</p> <p>The Language of Deduction –Making an assumption based on prior knowledge Say how the characters feel and explain why. I think that.....because..... This happened.....because..... I know this.....</p>	<p style="text-align: center;"><u>Year 3</u></p> <p>The Language of Argument – Agreement and Disagreement An argument for is..... because..... An argument against is.....because..... I understand however / due to / but / therefore I accept your decision however I feel / believe..... Because / as / due / to.....</p> <p>The Language of Comparison – Comparing and Contrasting and.....are both.....and.....are alike in that.....and.....are similar because.....and.....are different in that.....is.....but.....is.....is.....but.....is.....is.....while.....is.....</p> <p>The Language of Deduction –Making an assumption based on prior knowledge I conclude that.....because..... I found that.....because..... As a result of.....I conclude that..... After looking at the data/information/results I conclude that.... On observing I found that.....</p>

What do you think happened?
How do you know that.....?

The Language of Description – Describing

It / This is.....and.....
This has and
The.....is.....and.....
They are.....and.....
I feel.....because.....
This is a big, round, red, beach ball

The Language of Evaluation –Evaluative Talk

I think my..... /book
is.....because.....
Next time I could.....
I found.....hard/easy because.....
I like / dislike.....because.....
It was interesting because.....
I like this because.....
I like the part where.....because.....
What I found hard about this work was.....
I found this piece of work hard/easy because...

The Language of Explanation

I.....because.....
When Ibecause.....
After I.....
The.....because.....
We/They.....because.....
How.....Why.....Where.....When.....

The Language of Explaining in a Mathematics context

I started at 5 because the.....
.....and.....are both.....
I jumped on/up inbecause.....
.....and.....are different in that.....

The Language of Description – Describing

It looks/feels/sounds/smells like.....
It appears to be.....because.....
It seems to be.....as.....
I think it looks like.....due to.....
It reminds me of.....because / therefore /
meanwhile.....
Why? How/? What? Tell Me About...

The Language of Evaluation –Evaluative Talk

I found this work.....because.....
Next time I could/would.....
Maybe you could try..... / I feel that.....
I enjoyed it because.....
.....was successful / ambitious because.....
You could improve this work by.....

The Language of Explanation

How..... Why.....
Where..... When.....
What..... After.....
Then / As a result of / Later / because

The Language of Explaining in a Mathematics context

If you.....then.....
First..... After that.....
I know.....because.....
.....and..... are alike in that..... /
.....and.....are similar because.....
.....is.....but.....is..... /
.....is.....while.....is.....
When....., / If....., So

The Language of Hypothesis - a suggestion that tries to explain something, based on evidence

This makes.....so I
So then I.....because.....
I know.....because.....

The Language of Hypothesis - a suggestion that tries to explain something, based on evidence

I think this.....because.....
I know this, so I think
This will happen because.....

The Language of Opinion

I think..... because.....
I prefer.....because.....
My partner thinks.....
I agree/disagree because.....

The Language of Prediction – Predicting

.....same.....
.....similar.....
.....different.....
I think.....because.....
I predict that.....because.....
I think they will be alike because they are both.....

The Language of Retelling – Events and story telling

My partner said.....
First, Next, Then, After that, Finally...
At last
Suddenly
‘What happened next?’ ‘What did...?’

The Language of Sequencing

First..... (First put the hat on)
Next.....
After that..... Finally..... Last of all.....

Because I know that.....I know that.....
Due to this.....I know that.....

The Language of Opinion

I agree/disagree because.....
I appreciate/understand.....’s opinion
because/as/due to.....
However I feel.....because/as/due to.....
My opinion/view is.....because/as/due to.....
I believe.....because.....
What is your opinion.....How do you feel.....Why do you feel.....

The Language of Prediction – Predicting

I predict that...because.....
however/meanwhile/therefore/also.....
I predict that.....after.....
I predict that.....as a result of.....
This is probable because.....
.....and.....are different in that.....therefore as a result.....
After.....I predict that.....
The outcome will be.....because.....
What do you think?
How did you come to that prediction?

The Language of Retelling – Events and story telling

Once upon a time..... Once there was.....
As a result of..... Meanwhile.....
I remember that..... Then this happened.....
Later on..... Eventually
Unfortunately.....
Luckily.....
During..... Lastly..... In the end.....
To conclude / In conclusion.....

		<p>The Language of Sequencing First.....because..... Next.....however..... Then.....therefore..... Finally/Eventually/Lastly.....because.....</p>
Reading		
Accuracy	<u>Year 2</u>	<u>Year 3</u>
	<p>Applies their growing knowledge of root words , prefixes and suffixes both to read about and to understand the meaning of new words that they meet. Self corrects inaccurate word reading . Reads common exception words for year 2 noting unusual correspondence between spelling and sound. Reading books at white level.</p>	<p>Applies their growing knowledge of root words , prefixes and suffixes both to read about and to understand the meaning of new words that they meet. Self corrects when a sentence doesn't make sense, discussing their understanding and explaining meaning of words in context. Knows how to decode words using phonics skills Read Y3 word list</p>
Fluency, Prosody, Performance	<p>Learns simple poems and rhymes performing some by heart. Reads at a steady pace , above 90 words per minute Changes volume/intonation for punctuation. Beginning to show awareness of how character voice sounds different to other text .</p>	<p>Reads poems and playscripts aloud, showing understanding through intonation, tone, volume, and action: learning some poetry by heart. Reads at least 120 words per minute by year 4. Matches pace of reading based on clues within text e.g. slows down when building suspense. Begins to apply emotive expression through change of tone and volume Adapts voice to reflect personalities of different character types.</p>
Understanding and Comprehending	<p>Discusses and clarifies the meaning of words linking new meanings to known vocabulary. Identifies the words in a text that make specific contribution to meaning. Discusses the sequence of events in books and how items of information are related Locates relevant information. Answers simple questions verbally and in writing. Summarises events in a paragraph in fiction and non-fiction texts.</p>	<p>Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. Able to use different sorts of dictionaries to support learning vocabulary. Identifies how language contributes to meaning. Identifies main ideas drawn from more than one paragraph and summarising these. Locates relevant information. Answers simple questions. Uses evidence to answer.</p>

	<p>Can give opinions about characters feeling Make inferences about characters' actions and speech.</p>	<p>Summarises events/main ideas in a paragraph in fiction and non-fiction texts. Understands characters' thoughts and feelings. Can give reasons for characters' actions. Can give reasons and motives for characters' actions.</p>
<p>Thinking about what has been read</p>	<p>Uses indexes and contents pages to find information from non-fiction texts. Predicts what might happen on the basis of what has been read so far. Recognises common features of stories and non-fiction texts. Starts to be able to describe the effect of different words and phrases on them. Discusses favourite parts of text. Links learning to books they have read. Links events in books to own life. Listens to the views of others.</p>	<p>Retrieves and records information from non-fiction Predicts what might happen from details stated and implied. Comments on features of stories/non-fiction text. Starts to discuss some words and phrases that capture the reader's interest and imagination. Discusses favourite text types. Compares books, stating preferences. Identifies common character types. Considers the views of others.</p>