

ENGLISH CURRICULUM - CE2

LITERACY

FICTION

- Narrative – Adventure stories
- Narrative – Fantasy stories
- Poetry – Poems with a structure (rhyming couplets, shapes poems, calligrams).

NON-FICTION

- Recount – newspapers
- Explanation texts

WRITING OBJECTIVES

- Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2.
- Draft and write in narratives, using high quality vocabulary, creating settings, characters and plot with consideration for the audience and purpose.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.

STRUCTURE OBJECTIVES

- Use paragraphs to organise ideas around a theme.
- Draft and write by organising paragraphs around a theme so that blocks of text flow and ideas are grouped together.
- Draft and write non-narrative material, using simple organisational devices.

GRAMMAR OBJECTIVES

- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
- Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.
- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!'.
- Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- Use commas after fronted adverbials.
- Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.
- Understand the grammatical difference between the plural and the possessive -s.
- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.

- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.
- Use fronted adverbials e.g. Later that day, I heard the bad news.
- Understand the terms: independent clause, embedded clause, compound sentence.

READING

To be able to:

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from a text
- make inferences from the text / explain and justify inferences with evidence from the text
- make comparisons within the text

SPELLING

-ge (age), dge (badge)

-kn (know), gn (gnaw)

-le vs el ending (camel vs table)

-wr (wrote)

-ei, eigh, ey

-Endings: sion, tion, ssion, cian

-Prefixes: mis, dis, in, re

-Suffixes: ation, ly, ous, ment, ness, ful, less

-y pronounced as 'i' (myth)

-Possessive apostrophe (plural nouns)

-Adjectives: adding er, est (*teach doubling final consonant, e-drop, changing y to i*)

Homophones:

Accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, heel/heal/he'll, knot/not, mail/male, main/mane, meet/meat, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether