

MARINA INTERNATIONAL SCHOOL

ENGLISH SCHEME OF WORK

YEAR 2 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Read words with split digraphs.	Read words with split digraphs, e.g. made, like.
1.2	Read words with split digraphs.	Explore and use spellings of words with split digraphs, e.g. made, like.
1.3	Punctuation (Full stops)	Explore in texts, and understand, the differences in use of full stops and question marks.
1.4	1.5 Punctuation (Question marks) 1.5 Writing sentences (capital letters, full stops and question marks).	1.4 To be able to use familiar language where question marks occur at the beginning of questions. Point out that in English they are only written at the end. 1.5 Use capital letters, full stops and question marks correctly in simple sentences.
2.1	Writing sentences (capital letters, full stops and question marks).	Use capital letters, full stops and question marks correctly in simple sentences
2.2	Features of simple fictions and non-fictions.	Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems. Read and explore a range of simple non-fiction text types. During a discussion, respond in a way that is relevant to the task.
2.3	Features of simple fictions and non-fictions stories.	Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems. Read and explore a range of simple non-fiction text types. During a discussion, respond in a way that is relevant to the task.

WEEK	TOPIC	TOPIC DETAILS
2.4	2.4 AND 2.5 Table of contents.	2.4 AND 2.5 Locate relevant information in texts, including using a contents page. Ask questions about what is heard or read to improve understanding. Answer questions about texts with some explanation of thinking.
3.1	Alphabetical order (using Dictionary).	Use the initial letter to organise words in alphabetical order, and to locate words in simple dictionaries and glossaries.
3.3	Commas.	3.4 Explore and use commas to separate items in lists. 3.5 Include additional information to develop some ideas when writing non-fiction texts. Use vocabulary relevant to a familiar topic.
3.4	3.4 Commas. 3.5 Fun art (writing for purpose on non-fiction stories).	3.4 Explore and use commas to separate items in lists. 3.5 Include additional information to develop some ideas when writing non-fiction texts. Use vocabulary relevant to a familiar topic.
4.1	Fun art (writing for purpose on non-fiction stories).	Include additional information to develop some ideas when writing non-fiction texts. Use vocabulary relevant to a familiar topic.
4.2	Adjectives.	Choose and use interesting words and phrases, including to describe people and places. Deliver a short presentation in a familiar context about a chosen object or event. Show some use of non-verbal communication techniques.
4.4	4.4 Writing for purpose (diagrams, labels or events). 4.5 Conjunctions /connectives	4.4 Deliver a short presentation in a familiar context about a chosen object or event. Show some use of non-verbal communication techniques. 4.5 Explore in texts sentences that contain and, but, because, if, when.
5.1	Writing multi-clause sentences using connectives.	Write simple sentences, and multi-clause sentences using and, but, or. Talk about own activities, including why they made particular choices.

WEEK	TOPIC	TOPIC DETAILS
5.2	Fiction and non-fiction tale stories.	<p>Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.</p> <p>Speak clearly and confidently with familiar people. Take turns in speaking, adding relevant information.</p>
5.4	5.4 Fiction and non-fiction tale stories. 5.5 Speech marks.	<p>5.4 Enjoy reading and hearing a range of simple stories, poems and non-fiction texts. Speak clearly and confidently with familiar people. Take turns in speaking, adding relevant information. Explore explicit meanings in simple texts.</p> <p>Talk about patterns in simple stories and poems, e.g. rhyme, repetition.</p> <p>5.5 Show understanding of punctuation, including speech marks, and simple grammar when re-reading text. Extend experiences and ideas about characters and situations through role-play.</p> <p>Show awareness of speech marks when reading aloud. Work with others in a group.</p>
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
7.1	Speech marks	<p>Show understanding of punctuation, including speech marks, and simple grammar when re-reading text. 03 Extend experiences and ideas about characters and situations through role-play.</p> <p>Show awareness of speech marks when reading aloud.</p> <p>Work with others in a group.</p>
7.2	Sequencing of events or actions in a text.	<p>Talk about the sequence of events or ideas in a text. Identify and use the main events to retell a story verbally.</p> <p>Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues. Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.*</p>
7.3	Retelling a story in sequential manner.	<p>Talk about the sequence of events or ideas in a text.</p> <p>Identify and use the main events to retell a story verbally. Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues. Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions</p>

WEEK	TOPIC	TOPIC DETAILS
7.4	7.4 AND 7.5 Traditional tale stories of own culture or other cultures.	7.4 AND 7.5 Recognise that stories may be from different times and places. Explore implicit meanings in simple texts. Make simple inferences based on what is said or done in a text.
8.1	Writing for purpose (traditional tale stories).	Include simple descriptions of settings and characters when writing stories. Begin to write for a purpose using basic language and features appropriate for the text type. Begin to include direct speech in writing, using a new line for each speaker.
8.2	Writing for purpose (traditional tale stories).	Include simple descriptions of settings and characters when writing stories. Begin to write for a purpose using basic language and features appropriate for the text type. Begin to include direct speech in writing, using a new line for each speaker.
8.3	Graphemes (long vowel phonemes).	Identify common ways in which graphemes can be pronounced differently, e.g. how and low; hot and cold. Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal. Ensure consistency in formation, size and proportion of letters and the spacing of words.
8.4	8.4 and 8.5 MID-TERM BREAK	
9.1	Graphemes (long vowel phonemes).	Identify common ways in which graphemes can be pronounced differently, e.g. how and low; hot and cold. Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal. Ensure consistency in formation, size and proportion of letters and the spacing of words. Ensure consistency in formation, size and proportion of letters and the spacing of words.
9.2	Homophones	Extend the range of common words recognised on sight, including homophones and near-homophones. Explore and use words which sound the same but have different spellings of long vowels (homophones), e.g. tail and tale, stare and stair, blew and blue.

WEEK	TOPIC	TOPIC DETAILS
9.4	9.4 and 9.5 Root words and prefixes.	<p>9.4 and 9.5 Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful.</p> <p>Spell some words with common prefixes and suffixes, including un-, dis-, -er, -est, -ful and -ly.</p>
10.1	Suffixes	<p>Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful.</p> <p>Spell some words with common prefixes and suffixes, including un-, dis-, -er, -est, -ful and -ly.</p>
10.3	Poems	<p>Read familiar stories and poems aloud with fluency and expression. Talk about patterns in simple stories and poems, e.g. rhyme, repetition. Explore and comment on sounds and words in texts, including adjectives. Listen and respond appropriately, including recalling the main points.</p> <p>Discuss texts read or heard, including giving reasons for likes and dislikes.</p> <p>Use relevant vocabulary to describe events and feelings. Show understanding of the opinions of others.</p>
11.1	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
12.1	Fun art (writing stories and poems).	<p>Begin to write simple stories and poems, including using the structures of familiar stories and poems.</p> <p>Identify and record interesting and significant words from texts to inform own writing.</p> <p>Use own lists of interesting and significant words to extend the range of vocabulary used in written work.</p> <p>Identify whether someone's non-verbal communication matches their verbal communication</p>
12.4	12.5 Playing with words.	<p>12.5 Use phonic knowledge to decode unfamiliar words.</p> <p>Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.</p> <p>Show some use of non-verbal communication techniques.</p>

WEEK	TOPIC	TOPIC DETAILS
13.1	Playing with words.	<p>Use phonic knowledge to decode unfamiliar words.</p> <p>Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.</p> <p>Show some use of non-verbal communication techniques.</p>
13.2	Singular and plural (irregular plurals).	Use common irregular plurals, e.g. mice, sheep.
13.4	13.4 and 13.5 Verbs.	<p>13.4 and 13.5 Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.</p> <p>Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences.</p>
14.1	Verbs.	<p>Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.</p> <p>Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences.</p>
14.2	Identifying noun phrases, adjectives and meanings in texts.	<p>Explore and comment on sounds and words in texts, including adjectives.</p> <p>Explore implicit meanings in simple texts.</p> <p>Identify whether someone's non-verbal communication matches their verbal communication.</p>
14.4	FUN DAY	FUN DAY

ENGLISH SCHEME OF WORK

YEAR 2 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Formulaic language and annotating a story.	Explore different ways of beginning sentences in texts, including using language of time. Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ...
2.1	Characteristics of stories.	Identify the characteristics of simple stories. Describe story settings and characters. Use relevant vocabulary to describe events and feelings.
2.3	Planning writing through discussions.	Plan writing through discussion, e.g. talking about the setting and characters before writing a story. Take turns in speaking, adding relevant information.
2.4	2,4 Planning writing through discussions. 2.5 Story writing (poems and stories).	2.4 Plan writing through discussion, e.g. talking about the setting and characters before writing a story. Take turns in speaking, adding relevant information. 2.5 Begin to write simple stories and poems, including using the structures of familiar stories and poems. Include simple descriptions of settings and characters when writing stories. In story writing, use a range of adjectives to describe characters and settings.

WEEK	TOPIC	TOPIC DETAILS
3.1	Story writing (poems and stories).	<p>Begin to write simple stories and poems, including using the structures of familiar stories and poems.</p> <p>Include simple descriptions of settings and characters when writing stories.</p> <p>In story writing, use a range of adjectives to describe characters and settings.</p>
3.3	Breaking words into syllables.	
4.1	Modelling poems with speech marks.	<p>Explore explicit meanings in simple texts. Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.</p> <p>Ask questions about what is heard or read to improve understanding.</p>
4.3	Annotating unfamiliar words in poems.	<p>Identify possible meanings of unfamiliar words encountered in reading.</p> <p>Choose and use interesting words and phrases, including to describe people and places.</p>
4.4	4.4 Annotating unfamiliar words in poems. 4.5 Patterns in simple stories and poems.	<p>4.4 Identify possible meanings of unfamiliar words encountered in reading.</p> <p>Choose and use interesting words and phrases, including to describe people and places.</p> <p>4.5 Talk about patterns in simple stories and poems, e.g. rhyme, repetition.</p> <p>Relate rhyme to known spelling patterns, e.g. whale, snail.</p> <p>Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.</p>
5.1	Patterns in simple stories and poems.	<p>Talk about patterns in simple stories and poems, e.g. rhyme, repetition.</p> <p>Relate rhyme to known spelling patterns, e.g. whale, snail.</p> <p>Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.</p>

WEEK	TOPIC	TOPIC DETAILS
5.2	Poems with clear structure (fiction and non-fiction).	<p>Talk about the sequence of events or ideas in a text.</p> <p>Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.</p>
5.4	5.4 Poems with clear structure (fiction and non-fiction). 5.5 Writing for purpose	<p>5.4 Talk about the sequence of events or ideas in a text.</p> <p>Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.</p> <p>5.5 Begin to write simple stories and poems, including using the structures of familiar stories and poems.</p> <p>Begin to write for a purpose using basic language and features appropriate for the text type.</p>
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
7.1	Writing for purpose with clear structure.	<p>Begin to write simple stories and poems, including using the structures of familiar stories and poems.</p> <p>Begin to write for a purpose using basic language and features appropriate for the text type.</p>
7.2	Writing for purpose with clear structure.	<p>Begin to write simple stories and poems, including using the structures of familiar stories and poems.</p> <p>Begin to write for a purpose using basic language and features appropriate for the text type.</p>
7.4	7.4 and 7.5 MID-TERM BREAK	7.4 and 7.5 MID-TERM BREAK
8.1	Presentation of texts in different ways.	<p>Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.</p> <p>Deliver a short presentation in a familiar context about a chosen object or event.</p>
8.4	8.4 and 8.5 Discussing and providing relevant information on tasks.	<p>8.4 and 8.5 During a discussion, respond in a way that is relevant to the task.</p> <p>Provide relevant information with sufficient detail, as needed.</p> <p>Talk about own activities, including why they made particular choices.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Listen and respond appropriately to texts.	<p>Speak clearly and confidently with familiar people.</p> <p>Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.</p> <p>Listen and respond appropriately, including recalling the main points.</p>
9.3	Exploring simple non-fictions with visual objects.	<p>Read and explore a range of simple non-fiction text types.</p> <p>Find information from simple visual sources, including tables and labelled diagrams.</p> <p>Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.</p>
10.1	MID-YEAR EXAMS	MID-YEAR EXAMS
11.1	Order of events, ideas in a text and formulaic language.	<p>Talk about the sequence of events or ideas in a text.</p> <p>Explore different ways of beginning sentences in texts, including using language of time.</p> <p>Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ...</p>
11.4	11.4 and 11.5 Showing ideas through role play.	<p>11.4 and 11.5</p> <p>Work with others in a group.</p> <p>Extend experiences and ideas about characters and situations through role-play.</p>
12.1	The differences between the use of full stops and question marks in text.	Explore in texts, and understand, the differences in use of full stops and question marks.
12.3	Sentence types.	Explore in texts, and understand, the grammar of commands/instructions and questions.
12.4	12.4 Sentence types. 12.5 Writing sentences with statement, commands / instructions, and questions.	<p>12.4 Explore in texts, and understand, the grammar of commands/instructions and questions.</p> <p>12.5 Write clear statements, commands/instructions and questions.</p>
13.1	Writing sentences with statement, commands / instructions and questions	Write clear statements, commands/instructions and questions.

WEEK	TOPIC	TOPIC DETAILS
13.2	Using connectives to join words and clauses.	Explore in texts sentences that contain and, but, because, if, when. Begin to write multi-clause sentences using simple connectives, e.g. because, if, when.
13.3	13.4 and 13.5 Responding to questions about texts.	13.4 and 13.5 Answer questions about texts with some explanation of thinking.
14.1	Responding to questions about texts.	Answer questions about texts with some explanation of thinking
14.2	Nouns, noun phrases and common adjectives in text.	Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all). Use simple quantifiers appropriately for the context, e.g. some, most, all.
14.4	Fun Day	Fun Day

ENGLISH SCHEME OF WORK

YEAR 2 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Verbs ending with -s, -ed and -ing.	Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.
1.3	Sequencing of ideas in stories (beginning, middle and end).	<p>Write a sequence of events or ideas, including stories with a beginning, middle and end.</p> <p>Include additional information to develop some ideas when writing non-fiction texts.</p> <p>Read own writing to others and share ideas for improvements.</p>
2.1	MID-TERM BREAK	MID-TERM BREAK
3.1	The use of phonic knowledge to read decodable words	<p>Read familiar words quickly and accurately, usually without audible sounding and blending.</p> <p>Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.</p>
3.4	3.4 and 3.5 Reading stories and poems (with visual objects).	<p>3.4 and 3.5 Begin to read texts Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements. Take turns in speaking, adding relevant information.</p> <p>Enjoy reading and hearing a range of simple stories, poems and non-fiction texts. silently as well as aloud.</p>
4.1	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST

WEEK	TOPIC	TOPIC DETAILS
5.1	Narrative poems.	<p>Talk about the sequence of events or ideas in a text.</p> <p>Explore implicit meanings in simple texts.</p> <p>Write a sequence of events or ideas, including stories with a beginning, middle and end.</p> <p>Deliver a short presentation in a familiar context about a chosen object or event.</p> <p>Show some use of non-verbal communication techniques.</p>
5.4	5.4 The use of punctuation in reading and writing. 5.5 Showing ideas through role play/read own writing and talk about it.	<p>5.4 Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.</p> <p>Read familiar stories and poems aloud with fluency and expression.</p> <p>Speak clearly and confidently with familiar people.</p> <p>5.5 Work with others in a group.</p> <p>Show understanding of the opinions of others.</p> <p>Plan writing through discussion, e.g. talking about the setting and characters before writing a story.</p> <p>Group together sentences relating to similar ideas.</p> <p>Read own writing to others and share ideas for improvements.</p> <p>Know how to join letters and which letters are best left unjoined.</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	Showing ideas through role play/read own writing and talk about it.	<p>Work with others in a group.</p> <p>Show understanding of the opinions of others.</p> <p>Plan writing through discussion, e.g. talking about the setting and characters before writing a story.</p> <p>Group together sentences relating to similar ideas.</p> <p>Read own writing to others and share ideas for improvements.</p> <p>Know how to join letters and which letters are best left unjoined.</p>
6.2	Read and explore illustrated stories and poems.	Read and explore illustrated stories and poems.
6.4	6.4 and 6.5 Prefixes and suffixes (un, dis, re, er, est, ly, y and ful).	<p>6.4 and 6.5</p> <p>Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful.</p> <p>Spell some words with common prefixes and suffixes, including un-, dis-, -er, -est, -ful and -ly.</p> <p>Use common adjectives appropriately in sentences, including simple comparative and superlative forms.</p>
7.1	Read and spell words with common prefixes and suffixes.	<p>Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful.</p> <p>Spell some words with common prefixes and suffixes, including un-, dis-, -er, -est, -ful and -ly.</p> <p>Use common adjectives appropriately in sentences, including simple comparative and superlative forms.</p>
7.3	Exploring noun and noun phrases and adjectives in texts.	<p>Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all).</p> <p>Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.</p>

WEEK	TOPIC	TOPIC DETAILS
7.4	7.4 Exploring noun and noun phrases and adjectives in texts. 7.5 Pronouns.	<p>7.4 Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all).</p> <p>Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.</p> <p>7.5 Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs</p>
8.1	END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT
9.1	Pronouns.	Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs.
9.2	Retelling a familiar story verbally with most relevant information	Identify and use the main events to retell a story verbally.
9.3	9.4 and 9.5 Imaginative play, enacting simple characters or situations	<p>9.4 and 9.5 Identify and use the main events to retell a story verbally.</p> <p>Extend experiences and ideas about characters and situations through role-play.</p> <p>Predict story endings.</p> <p>During a discussion, respond in a way that is relevant to the task.</p> <p>Provide relevant information with sufficient detail, as needed.</p> <p>Choose and use interesting words and phrases, including to describe people and places.</p> <p>Group together sentences relating to similar ideas.</p> <p>Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms).</p>
10.1	Spelling logs.	Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

WEEK	TOPIC	TOPIC DETAILS
10.3	Non-fiction information books.	<p>Begin to read texts silently as well as aloud.</p> <p>Show understanding of the opinions of others.</p> <p>Explore explicit meanings in simple texts.</p> <p>Answer simple questions from reading a short text.</p>
10.4	<p>10.4 Non-fiction information books.</p> <p>10.5 Non-fiction text types.</p>	<p>10.4 Begin to read texts silently as well as aloud.</p> <p>Show understanding of the opinions of others.</p> <p>Explore explicit meanings in simple texts.</p> <p>Answer simple questions from reading a short text.</p> <p>10.5 Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.</p> <p>Explore and recognise organisational features that help the reader to find information in texts, including subheadings and labelled diagrams.</p> <p>Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.</p> <p>Talk about own activities, including why they made particular choices.</p>
11.1	Recording answers to simple questions about texts, eg in lists.	<p>Record key information drawn from a non-fiction text, e.g. listing key topic words.</p> <p>Ask questions about what is heard or read to improve understanding.</p>
11.2	Using simple organizational features appropriate to text eg, subheading, labelled, diagrams.	<p>Begin to write for a purpose using basic language and features appropriate for the text type.</p> <p>Group together sentences relating to similar ideas.</p> <p>2Wc.05 Include additional information to develop some ideas when writing non-fiction texts.</p> <p>Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.</p>

WEEK	TOPIC	TOPIC DETAILS
11.3	Research (relevant vocabulary to describe events and feelings).	<p>Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.</p> <p>Talk about others' presentations, including what they enjoyed and why.</p> <p>Use relevant vocabulary to describe events and feelings.</p>
11.4	LAST DAY OF SCHOOL	LASTDAY OF SCHOOL