

Class Two | Learning Journey & Curriculum Map

Class Two | Child Development

After their first year of formal education, the children in Class 2 visibly grow and change, both outwardly and inwardly. Their school, their classmates, their teacher, are all very familiar now; they become more confident and, in comparison with the contentment of Class I, more talkative, louder and more cheeky; they push boundaries more than before; they begin to notice and question things. The authority of teachers who are clear in themselves about what is acceptable and what is not, is vital now; as the scope for self-directed work and behaviour widens, boundaries must remain firm. Slowly, through the course of this year and the next, the impulse to just follow - to imitate - will be replaced by the growing wish for independence. The challenging behaviour of the 8-year-old signals the beginning of that process, which will lead them eventually to become free thinking, empathetic, responsible adults.

Class Two | Literacy | Writing

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Write in cursive script ● Write digraphs sh, th, ch, wh, ph, gh ee, oo, ei, ea, ai ow, ew, aw y as vowel and consonant (extended code) ● Write and spell correctly day of the week, months, numbers and other familiar topics ● Write high frequency words as was, were, are, said, their/ there, have ● Hear when a sentence starts and stops 	<ul style="list-style-type: none"> ● Practise form drawing (running forms) as precursor to cursive. ● Introduce consonant and vowel digraphs on the blackboard and on cards. ● Always display the day's date and day of the week to familiarise children with spellings ● Draw attention to word wall or other display of high frequency and tricky words 	<ul style="list-style-type: none"> ● Provide regular opportunities for practising running forms leading to cursive writing. ● Provide writing practice of current-focus digraphs through exercises drawn from the day's story. ● Reinforce spellings of days of the week, months etc. through regular handwriting practise

<ul style="list-style-type: none"> ● Use capital letters and full stops when writing simple sentences ● Begin to use question marks with some accuracy ● Illustrate with simple text some direct experiences or scenes from stories ● Begin to date their work ● Recognise the basic structure of literature – beginning, middle, end 	<p>daily.</p> <ul style="list-style-type: none"> ● Model use of capitals, full stops, question marks and how to recognise a sentence through voice modulation, games and oral quizzes ● Encourage habit of self-editing by children reading their sentences to check for capitals and full stops ● Provide extension work for more fluent writers ● Model clarity of pronunciation when talking to help children hear sounds accurately 	<ul style="list-style-type: none"> ● Plan opportunities for free writing that will include use of high frequency words. <p>Provide opportunities to note/highlight capitals and full stops and where they occur.</p>
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Class Two | Literacy | Reading

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Read digraphs sh, th, ch, wh, ph, gh ee, oo, ei, ea, ai ow, ew, aw y as vowel and consonant (extended code) ● Read steadily, showing familiarity with sound 	<ul style="list-style-type: none"> ● Provide cards and other visuals to show context of different sounds. ● Allot time in school day for individual 	<ul style="list-style-type: none"> ● Provide readers and other visuals to reinforce familiarity with common consonant and vowel digraphs

<p>blends</p> <ul style="list-style-type: none"> ● Recognise days of the week, months, numbers in written form ● Read high frequency words such as was, were, are, said, their/ there, have ● To pause at full stops. ● Read questions using correct intonation ● Recognise difference between naming and doing words ● Recognise and spell common phonic patterns. ● Recognise and spell increasing bank of sight words 	<p>reading</p> <ul style="list-style-type: none"> ● Listen to each child read regularly ● Draw attention to the date on the blackboard daily. ● Read high frequency words and play games using the word wall and other visuals daily ● Stimulate delight in language using songs, poems, skipping rhymes with repetition and lengthening lists of items. ● Help children to hear punctuation and understand meaning through expressive reading aloud ● Choose carefully graded reading material for each child 	<ul style="list-style-type: none"> ● Encourage a library system with children taking books home. ● Begin class and individual reading programmes ● Maintain close working relationships with parents to promote daily reading practice. ● Encourage and guide a variety of reading matter. Avoid censorship of reading material. ● Provide a 'cosy corner' where quiet reading can take place ● Discuss with your SEND colleague any children who face challenges and provide appropriate support
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Class Two | Literacy | Speaking & Listening

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Recite aloud short verses alone (e.g. Birthday verse) and recite some lines of a poem alone 	<ul style="list-style-type: none"> ● Write a personal verse for each child to recite weekly. 	<p>The class perform plays together at least 3 times in the year</p>

<ul style="list-style-type: none"> ● Perform short plays in chorus ● Speak simple speech exercises and tongue twisters in chorus ● Recite the alphabet accurately forwards and backwards ● Listen to and follow verbal instructions given by teachers in all subjects ● Recall the main points of a story told by the teacher ● Retell narratives in the correct sequence, drawing on the language patterns of stories (once upon a time, who, where, what, why, how) ● Recognise the basic structure of literature – beginning, middle, end <p>Experience form in literature through reciting rhythmic and rhyming verses</p>	<ul style="list-style-type: none"> ● Plan various short plays according to festivals throughout the year. ● Regularly practise speaking verses and tongue- twisters in unison daily ● Listen to, respond and discuss areas of concern among children ● Stimulate comprehension with questions about content and aspects of language in stories <p>Use an increasingly wide range of vocabulary in oral narratives</p>	<ul style="list-style-type: none"> ● The class speak verses and tongue twisters in rhythmic time daily. ● The class play games like “What letter comes before or what letter comes next”? ● Children are given regular opportunities to engage verbally with the teacher. The teacher models and encourages good listening skills. ● Children recall the story from the previous day orally as well as using materials such as wax etc. which they can then explain verbally. ● Children can recall stories in their own writing.
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Class Two | Literacy | Curriculum Narrative

During the ‘Writing’ blocks, the children practise their handwriting, starting with capitals and moving on to printed lower case letters and finally cursive writing. All three are practised so that they can develop neat, well-formed handwriting. When they are practising handwriting, the emphasis is on the form of the writing itself, rather than the content. In this case, they write out poems that they know by heart, which allows them to focus on the mechanics of writing and is also very helpful for the children who are not yet reading independently, because they know what they are writing and so can read it. They continue to practise using letters and their sounds through games like “The Minister’s Cat”, as well

as daily recitation of poems, accompanied by movement. In the games, we also work with consonant blends and begin to distinguish between ordinary and proper nouns ('names of things') through the use of capital and lower case letters.

The other main activity in the Writing blocks is composition. It is too early for the children to be writing their own stories – at this age they either don't know what to write or everything explodes! – but they can write, in their own words (and without any pressure to spell words correctly), parts of some of the stories they have heard. It is a good discipline for them to have to remember what happened, put events into the right order and work out for themselves how things might be spelt. Often in Class 2 we tell The King of Ireland's Son, and this story provides excellent material for composition. Many children at this age are very articulate and like nothing better than to talk, so they can put this to good use and will produce some wonderful pieces of writing. Others, who tend to hold back, will have the opportunity to hear and use other people's ideas and also to write down what they are too shy to say. Some of the most fluent writing can come from the children who say the least. Compositions are prepared by the whole class during the recall part of the Main Lesson and everyone should contribute. They will be able to retell the whole story and add their own descriptions and details, and to suggest words they could use in their writing, which are then written on the board. Later in the year, they can be asked specifically, for example, for 'words that tell us what the sea was like' or 'words that tell us what he was doing' as the first introduction to grammar, which will continue in a more formal way next year. Most of the children should be reading quite well by the end of Class 2, and everyone should be able to spell basic words (the, and, but, then etc.) correctly with everything else spelled phonetically, with the letters in more or less the right order. Children who are not able to do this will need some additional support now, and real learning difficulties (rather than just late development) will have become apparent. The most important thing is that the children feel confident enough to write what they want to say without feeling constrained by the need to spell everything correctly. It is noticeable, however, that the ones who like to read will learn to spell very quickly and their vocabulary will grow fast. It isn't really possible to teach English spelling through rules, because there are so many exceptions and illogical spellings, so regular reading for pleasure is an important part of their development and education. Regular opportunities to read are built into the timetable.

In Class 2, fables are told and contrasted with stories of saints. 'Saints' can include people from any culture whose deeds set them above the ordinary. The children's sense of right and wrong is beginning to become conscious now and more and more they will have to be responsible for their own actions in the world. In the contrast between the higher human qualities of the saints and the lower ones, represented by animals such as the sly fox and the greedy wolf, the children get a sense of the potential nobility of the human being as something that must be striven for against the temptations of lower desires and temptations. Of course, they are told the stories without this explanation, so that their feeling for what is noble and good and what isn't (albeit funny or clever) is allowed to arise naturally