

Year 2 English overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main teaching text and Genre	Read Write Inc Books suited to child individual phonic development From ditties to Grey books.					
Writing opportunities	To Entertain: Retell a story in character To Inform: Instructions for happiness Information about meteors To Persuade: Flyer To Discuss: Poster/leaflet-brushing your teeth/oral healthcare	To Entertain: Poetry-Space themed To Inform: Recount-Voyage (Space) Biography of Mae Jamison To Persuade: To Discuss: Verbal discussion Should we be able to eat anything that we want?	To Entertain: Short narrative descriptions To Inform: Non-Chronological Reports- African animals Fact files , Signs with captions To Persuade: Class discussion: Should wild animals be kept in zoos?	To Entertain: Shape poems and Calligrams- physical features- river, mountain, desert To Inform: How to look after a dog To Persuade: Letter to Pasha of Egypt To Discuss written form: The sim and diff Kenyan school/ Westlea school	To Entertain: Descriptive writing- Erin's perspective To Inform: Sea creatures- information double page To Persuade: Letter To Discuss:	To Entertain: Description of Mr Grinling/Yourself To Inform: Seaside Safety Poster To Persuade: To Discuss:
PSE themes	PRIDE	DETERMINATION	RESPECT	COMPASSION	TRUST	POTENTIAL is LIMITLESS
GPS	CL, FULL STOPS, FINGER SPACES, LETTER FORMATION Full sentences Recap questions and ? And but because Verbs, adjectives	?! Comma Sentences: 4 styles of sentence Conjunctives Verbs, adjectives, nouns	Apostrophes contraction commas Speech- GD Sentences: 4 styles of sentence Verbs, adjectives, nouns and adverbs	Apostrophes possession commas Speech- GD Sentences: 4 styles of sentence Verbs, adjectives, nouns and adverbs Expanded noun phrases	Varied punctuation Organisation of speech Sentences: 4 styles of sentence Range of conjunctives Verbs, adjectives, nouns and adverbs	Varied punctuation Organisation of speech Sentences: 4 styles of sentence Range of conjunctives Verbs, adjectives, nouns and adverbs
Spelling	The sounds /n/ spelt 'kn' and 'gn' The sounds /r/ spelt 'wr' The sound /s/ spelt 'c' before e, l and y The sound /j/ spelt with 'dge' and '-ge' The sound /j/ spelt 'g' before e, l and y The sound /j/ always spelt with 'j' before a,o and u Common exception words throughout	The sound/l/ spelt '-le' The sound /l/ spelt '-el' The sound /l/ spelt '-il' and '-al' The sound /igh/ spely y Adding -ies to nouns and verbs ending in y Common exception words Review week	Adding -ed, -er and -est to a word ending in a consonant ending in -y with a consonant before it. Adding -ing to a word ending in -y with a consonant before it. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel. The sound /or/ spelt 'a' before l or ll Common exception words Review week	The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with a 'a' after w and qu The stressed /er/ spelt with 'or' after w and the sound/or/ spelt 'ar' after w The sound /zh/ spelt 's' Common exception words Review week	The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion Contractions The possessive apostrophe Common exception words Review week	Homophones and near homophones Homophones and near homophones Conjunctions Months of the year/time Question words Spag terms Review week.
Language opportunities / Power of reading	Look up (POR) Happiness is a Watermelon on your head. (Health and well-being week)	Look up (POR) (Christmas Play) TBA	Lala and the secret of the rain (POR)	Zeraffa Giraffa (POR)	The Secret of Black Rock (POR)	Light House Keeper's Lunch
Author of the Term	Roald Dahl		Josh Lacey		The Lighthouse Keeper's Lunch and other tales	
VIPERS: Whole Class Reading texts	The Twits		The Dragon Sitter		David and Rhonda Armitage	
Favourite 5 books						
Power of Reading and Core text	Look up (por) Lang enrichment		Lila and the secret of the rain (por)		The secret of Black Rock (por) Lang enrichment	
Power of Reading and Core text	Tiger who came to tea Lang enrichment		Ziraffa Giraffa (ct/por) Lang enrichment Massai and I Lang enrichment		The Big Blue book (NF)	
Tradition story	Rapunzel		Hansel and Gretel		Elves and the shoe maker	
MHWB: Stereotypes- gender Environment	Happiness is a watermelon on your head Lang enrichment		Dogs don't do ballet		Dear Green peace Lang enrichment	
Rhyme and poetry	Michael Rosen poetry Chocolate cake		The Ugly 5 Lang enrichment		Sea Shanties	
National Curriculum: Writing composition: Vocabulary, Grammar, Punctuation (and Spelling)	<p>Spelling</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Writing composition:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 					