

Year 2 English Overview

2023-2024



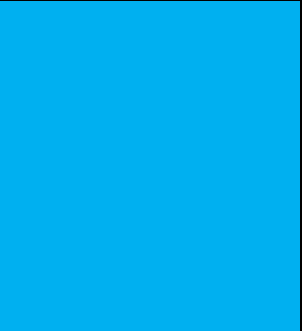
Year 1 & 2 (Year 2 Writing Objectives)

	Autumn 1 Once upon a Time	Autumn 2 Poles apart	Spring 1 Castles	Spring 2 Oceans and Islands	Summer 1 School Days	Summer 2 Life on the Farm
Whole class GR text	RWI reading approach	RWI reading approach	RWI reading approach	RWI reading approach	RWI reading approach	RWI reading approach
Key Text	  	  	 	  	  	  
Writing outcomes/Genres	<p>Week 1 – Learning literacy routines</p> <p><i>Goldilocks and the Three Bears</i></p> <p>Week 2-Retell</p> <ul style="list-style-type: none"> Retell (beginning, middle, end) <p>Week 3-Letters</p>	<p><i>Poles Apart</i></p> <p>WK1 – Narrative Retell (Beginning, middle, end) Pre-teach vocabulary relating to story</p> <p>WK2 – Innovation of characters in retelling of narrative – write what may happen next?</p>	<p><i>George and the Dragon</i></p> <p>Narrative</p> <p>Retell and write in the role of main characters.</p> <p>Letter (Persuasive) Write a letter in the role of one of the main characters in the story.</p> <p>Castles – Nonfiction Text</p>	<p><i>Sea</i></p> <p>Information Report What lives in the ocean? How to keep ocean habitats clean</p> <p><i>The Lighthouse Keeper's Lunch</i> By Ronda & David Armitage Diary</p>	<p><i>The pigeon has to go to school by Mo Willems</i> Letter Letter to the pigeon- why he should come to school</p> <p>Recount Instructions- getting ready for school??</p> <p><i>The day the crayons quit by Drew Daywalt</i></p>	<p><i>The Gigantic Turnip by Aleksei Tolstoy</i></p> <p>Narrative Retelling Innovate text</p> <p><i>How did that get in my Lunch Box?</i> Week 3 & 4- Report Non-chronological/ information report- about food from farm to table.</p>

	<ul style="list-style-type: none"> Letter writing in the role of character 'Goldilocks') <p>Max the Brave Week 4&5 - Retell Character Description</p> <p>Character description of Max</p> <p>Write a letter the role of the main character.</p> <p>Dragons Love Tacos Week 6 Instructions Procedurals (how- to) writing</p> <p>Week 7: Narrative Retelling</p> <p>(First, then, next, finally)</p>	<p>Write a letter to main character</p> <p>The Emperor's eggs by Martin Jenkins Week 3 and 4 Information Report Non-fiction Information report about penguins</p> <p>All the Wild Wonders Week 5,6, and 7 Poetry Explore aspects of Imagery, metaphor and alliteration</p> <p>Week 7 – Consolidation of Learning</p>	<p>Week 3&4 Information Report Information report about castles</p> <p>Write non-fiction information about castles.</p> <p>Create non-fiction mini-book about castles.</p> <p>Explore life in a castle such as food, rooms and other features of a castle in medieval times. Explore facts about knights and peasants.</p> <p>Week 5 - Consolidation of Learning</p> <p>Editing and Revision</p>	<p>Diary in role of Mr Gringling each day of the week - seagulls stealing his lunch</p> <p>Instructions Instructions- making a seagull sandwich</p> <p>The Tale of the Whale Narrative Retelling Explore through writing, the relationship between main characters</p>	<p>Narrative Retelling</p> <p>Poetry Write a Colour poem</p> <p>Non-fiction books about schools in Victorian times Report Non-chorological report - school in Victorian times</p>	<p>Explanation of importance of healthy food</p> <p>Farmer Duck by Martin Waddell Persuasive Letter Resignation letter from the duck</p> <p>Recount School trip to the Freightliners Farm</p>
<p>Key Grammar and Punctuation</p>	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly spelling many common exception words (y1 list) Forming lower-case letters in the correct direction, starting and finishing in the right place. demarcating some sentences with capital letters and full stops and use of question marks exclamation marks using some expanded noun phrases to describe and specify using some subordination (when / if / that / because) 	<ul style="list-style-type: none"> using co-ordination (or / and / but) including Homophones (sea/see and be/bee) and Homophones (blue/blew) Forming lower-case letters in the correct direction, starting and finishing in the right place. using present and past tense mostly correctly and consistently using the diagonal and horizontal strokes needed to join letters in some of their writing spelling Spell many common exception words (year 1 & 2 list) 	<ul style="list-style-type: none"> using present and past tense mostly correctly and consistently Forming lower-case letters in the correct direction, starting and finishing in the right place. using present and past tense mostly correctly consistently using the diagonal and horizontal strokes needed to join letters in some of their writing using some subordination (when / if / that / because) using co-ordination (or / and / but) spelling most common exception words 			
<p>Essential Knowledge (National Curriculum) Year 2</p>						
<p>Phonics</p>	<ul style="list-style-type: none"> Revision of Set 2-3 Read write inc (phase 5) Phase 6 spelling patterns 					

Spelling	<ul style="list-style-type: none"> • Plurals -es, -s • Adding -ing,-ed, -er, -est and -y to the end of words • learning the possessive apostrophe (singular) ex. (Sadia's book) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • spell all year 1 and 2 common exception words • Spelling contractions (can't, didn't, hasn't) • Difference between homophones (their, there, they're)
Handwriting	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined e.g. 'br ea d' • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters
Writing	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) wr • writing about real events • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what is wanting to be said in written form. • make simple additions, revisions and corrections to their own writing by: • 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.

Vocab, Grammar, Punctuation	<ul style="list-style-type: none"> expanded noun phrases to describe and specify sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) suffixes to form new words (-ful, -er, -ness) commas in lists apostrophes for omission & singular possession learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology	<ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma
Reading-Word reading	<ul style="list-style-type: none"> to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.
Reading-Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in diverse ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>

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- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences relating to texts
 - answering and asking questions
 - predicting what might happen based on what has been read so far
 - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say
 - explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.