

Year 2 English Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Teach Spelling Rules	Spelling Test	Comprehension with a focus on inference <u>and</u> deduction	Long Write	Comprehension linked to weekly focus/genre
Grammar	Short Write		Editing	

English Year 2

Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Suggested Text	<u>Where The Wild Things Are</u> (fiction) Blooms Focus: Retrieving, Describing	<u>Where The Wild Things Are</u> (fiction) Blooms Focus: Compare, Recognise	<u>Handa' Hen</u> Blooms Focus: Describe, Retell	<u>Instructional Writing</u> (non-fiction) Blooms Focus: Create, Describe, Sequence, Organise,	Assessment Week	<u>Postcards and Letters</u> (non-fiction) Suggested resource: John Patrick Norman McHennessy by John Burningham. Blooms Focus: Describe, Imagine,	<u>Tyrannosaurus Drip</u> (Significant Author) Blooms Focus: Describe, Compare, Contrast
Key Objective	To understand time and sequential relationships in stories.	To use a familiar story as a new model to write a new story.	To identify the key events within a story.	To compile a set of instructions.	Assessment Week	To persuade through letter writing.	To compare texts with a similar theme.
Grammar	Revisit CL & FS. Sentences with different forms: statement, question, exclamation, command	Expanded noun phrases to describe and specify [for example, the blue butterfly]	Applying the present and past tenses correctly and consistently including the progressive form.	Imperative verbs	Assessment Week	Apostrophe to show possession.	Including similes and metaphors to add detail to writing.
Suggested Spelling Ensure that the spelling rules are taught for each week.	badge, edge, bridge fudge, dodge, age join, magic, giraffe energy, gem giant, jar, jacket	race, ice, cell, lace pace, space, nice, city, circle, cinema circus, mercy, fancy, rice	knock, know, knee, gnat, gnaw, knit knob, knowledge knee, knuckle know, knee	metal, pedal, capital, hospital, animal, petal, actual, medical, several, survival,	Assessment Week	pencil, fossil, nostril, evil, basil, pupil, tranquil, stencil, April, vigil, stencil	camel, tunnel, squirrel, travel, towel, tinsel, channel, vowel, enamel, carousel, funnel
Comprehension	Discuss the sequence of events in the text and how items of information are related	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Identify patterns and repeated language in texts.	Compare different text types and compare their features.	Assessment Week	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary	Discussing word meanings linking new meanings to those already known.

Composition & Transcription	Writing a narrative about personal experiences of a character within the text. (diary/letter)	Writing down ideas and/or key words, including new vocabulary to apply to their writing.	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	Present my written work to an audience displaying confidence and applying appropriate intonation to make the meaning clear.	Assessment Week	Application of all skills taught. Teacher to assess skills acquired over the term.	Redrafting sentences to check that meaning is clear.
Key Terminology	Narrative, character, Setting, Exclamation mark.	Adjectives Setting	Africa Continent Culture Folk story Yam	Verbs Imperative Verbs, Chronological order, command	Assessment Week	Persuade Convince Formal Informal	Singular, Plural Editing, Onomatopoeia, Similarity, Difference, Fiction, Non-fiction.
Mastery/ Challenge	Using the first few letters of a word to check spelling in a dictionary. Discuss the author's repetitive use of the word 'terrible' Write captions for each of the illustrations.	Write a sequel where Max returns to see the wild things. What might happen? What questions would you ask Maurice Sendak? Investigate the structural adaptations and behavioural adaptations of the creatures.	Compare text to that from other cultures. Identify the main differences. Identify questions to ask characters from African text in order to create a connection.	How can imperative verbs be made to seem less bossy?	Assessment Week	Differentiate between formal and informal letters. (sorting)	Compare the description of dinosaurs in this text to other texts. Similarities/differences? Comparing: Other Donaldson fictional texts: eg: Gruffalo Compare to non-fictional text: Dinosaurs

English Year 2

Autumn Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Suggested Text	Traditional Stories: Cinderella	<u>Traditional stories:</u> Cinderella/ Frau Holle	<u>The Honey Hunter</u> (African Folktale)	<u>The Honey Hunter</u> (African folktale)	Assessment week	<u>I wonder Why the Stars Twinkle</u> (Non-Chronological)	<u>Poetry</u>
Key Objective	To compare features of similar stories	To describe a setting.	To predict what might happen on the basis of what has been read so far.	To describe a character in the Honey Hunter.	Assessment week	To identify the features of a non-chronological text.	To write my own poem in the style of a famous poet.
Grammar	Adverbs for effect.	Including specific nouns to make writing more interesting. eg: terrier instead of dog.	Apply plural and singular verbs correctly.	Use commas to separate items in a list.	Assessment week	Writing in first person.	To include a prefix to change the meaning of words.
Suggested Spelling Ensure that the spelling rules are taught for each week.	turkey, kidney, monkey, chimney, valley, pulley, trolley, journey, parsley, barley	other, mother, brother, nothing, Monday, honey, above, dozen, brother, gloves, loveliness	July, apply, defy, deny, rely, reply, multiply, magnify, identify, supply.	flies, tries, replies, copies, babies, carries, factories, memories, stories, skies, varieties.	Assessment week	copied, copier, happier, happiest, cried, replied, copying, crying, replying. <i>The only ordinary words with ii are skiing and taxiing</i>	accident, agree, annoy, arrive, atlas, attention, award, aware, ashamed, abandon
Comprehension	Recognise simple recurring literary language in stories by the same author.	Discussing the sequence of events in books and how items of information are related.	Draw together ideas and information from across a whole text, using simple signposts in the text.	Draw together ideas and information from across a whole text, using simple signposts in the text.	Assessment week	Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.	Recall and recite some poems with intonation to make the meaning clear.
Composition & Transcription	Use of adventurous vocabulary.	Rereading to check that their writing makes sense and that verbs indicate time.	Some characteristic features of a chosen form of narrative writing, are beginning to be developed.	Creating links between ideas.	Assessment week	Clauses are linked by coordinating conjunctions.	Express views about a wide range of contemporary and classic poetry.
Key Terminology	Comparison,	Significant author, bravery, characteristics,	Folktale, characteristics, prediction,	Qualities, values,	Assessment week	Non-fiction, constellations,	rhyme, rhythm, pattern

Mastery/ Challenge	Consider whether we only realise the value of something once it is gone. Debate: Does wisdom come with age?	Compile a list of adjectives to describe the mouse. What do the different characters think of Frau Holle? Find evidence from the text.	Can you think of any other books that have influenced your writing today?	Characterisation of key characters. Identify good/bad qualities.	Assessment week	Compare to fictional text about stars. Eg: Zoo in the Sky: A Book of Animal Constellations by Jacqueline Mitton and Christina Balit. How does this differ?	Write an additional rhyming verse.
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English Year 2

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Suggested Text	<u>Room on the Broom</u> (Significant Author)	<u>Room on the Broom</u> (Significant Author)	<u>Non fiction</u> <u>Information texts</u> <u>Animal Homes</u>	Assessment week	<u>Non Fiction</u> <u>Animal Homes</u>	<u>Poetry</u>

Key Objective	To retell the story in first person.	To plan and write a different ending to a story.	To apply the features of informal letter writing.	Assessment week	To write a leaflet on how to look after an animal	To plan, write and present a poem.
Grammar	To write a compound sentence using different conjunctions (and/or/but/so)	To use subordination conjunctions: because/that/if/when/the n	To use an apostrophe to mark singular possession in nouns	Assessment week	To write statement and command sentences.	To include suffixes to words -ment -less -full -ly
Suggested Spelling Ensure that the spelling rules are taught for each week.	word, worm, world, worth, work, worthy, worship,	war, warmth, warm, towards, warble, dwarf, wardrobe, reward, warfare	enjoyment, payment, movement, sadness, happiness, darkness, prettiness, laziness	Assessment week	helpful, painful, hopeful careful, hopeless homeless, badly happily	can't, haven't, didn't, couldn't, wouldn't, shouldn't, it's I'll I'm, you're, you'll, he'll, doesn't
Comprehension	Recount the main events without support.	Ask /record their own questions about a text.	Make inferences on the basis of what is being said and done.	Assessment week	Continue making inferences on the basis of what is being said and done.	Discuss their favourite part of a poem justifying their choice.
Composition & Transcription	Beginning to develop and express a viewpoint through a comments or actions.	Sustain clear and appropriate features of the given form.	Write for different purposes - eg: For my teachers, for my friend, for a newspaper.	Assessment week	Use text type features to persuade.	Read aloud my poem with intonation to make meaning clear.
Key Terminology	dachshund, wish, determined, advice, adventures	plot, ending, change, wish, regret	formal, informal, address, sincerely	Assessment week	persuade, persuasive, convince	rhyme, rhythm, repetition
Mastery/ Challenge	Can you write your own conversation between Dumpling and the witch's cat? What may they have said to each other?	What advice would you give Dumpling about appearing different to his two brothers?	Look at a selection of different letters: identify similarities and differences.	Assessment week	Begin to use paragraphs to organise a letter.	Include a simile in your poem.

English Year 2

Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Suggested Text	<u>The Selfish Giant</u> <u>(Classic)</u>	<u>The Selfish Giant</u> <u>(Classic)</u>	<u>Poetry</u> <u>Really looking</u>	Assessment week	<u>Narrative: Extended</u> <u>stories/significant</u> <u>authors</u> <u>Burglar Bill</u>	<u>Narrative: Extended</u> <u>stories/significant</u> <u>authors</u> <u>Burglar Bill</u>
Grammar	Homophones and near homophones.	Explain the function of different punctuation.	Explore more complex noun phrases.	Assessment week	Personification	Imperative verbs
Suggested Spelling	station, fiction, motion, national,	balance, banner, bare, base, beach, bright,	cage, career, centre, clear,	Assessment week	patting, patted, humming, hummed,	known, knowledge, knead, kneel, knight,

Ensure that the spelling rules are taught for each week.	section, action, revolution, solution, attraction, affection	besides, brain, bright, brilliant	collect, comfortable, connect, core,		dropping, dropped, sadder, saddest, runner, running.	knot, gnat, gnaw, gnome, gnash.
Comprehension	Discuss the meanings of words, linking new meanings to known vocabulary.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Identify descriptive words and phrases in poetry	Assessment week	View different recount types and compare features.	Compare different stories with as similar plot or characters
Composition & Transcription	Common exception words are beginning to be spelt accurately.	Related ideas are grouped and the pupil is developing a greater awareness of paragraphing.	Making simple additions to their work by evaluating their writing with their peers	Assessment week	Begin to write more complex narratives with confidence.	Writing narratives about personal experiences; planning out loud what they are going to write about.
Key Terminology	selfish, delicate blossoms, Cornish ogre, conversation	fable, winter, seasons, children, trespassers	simile, metaphor, alliteration, verse, stanza, poem	Assessment week	diary, events, past tense	
Mastery/ Challenge	Explain why the author chose this title for the book. Is it suitable? Can you think of another suitable title?	What do you think is the message behind this story? Can you add a comma and exclamation mark to your writing?	How will your reader feel while reading your poem? Why?	Assessment week	Identify all of the pronouns used in the recount.	Retell the story from a different point of view

English Year 2

Summer Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Suggested Text	The Emperor's New Clothes (Playscript)	The Emperor's New Clothes (Playscript)	Assessment week/SATS	Space Ant	Jane Goodall: Living With Chimpanzees
Grammar	Singular and plural.	Alliteration.	Assessment week	Short sharp sentences for impact.	Short, sharp sentences - using an exclamation mark.
Suggested Spelling	their, there, they're, here, hear,	can't, haven't, didn't, couldn't,	Assessment week	balance, board, besides, bounce,	field, fascinate, fair, field, finally,

Ensure that the spelling rules are taught for each week.	quite, quiet, see, sea, blue, blew.	wouldn't, shouldn't, it's, doesn't, you'll, you're.		bright, believe, broad, bargain, brain, before.	floating, frighten, fuel, freeze, friend.
Comprehension	Find and copy one word that ...	Predicting what might happen on the basis of what has been read so far.	Assessment week	Link what they read to other stories with similar themes.	Identify the features of non-fiction texts.
Composition & Transcription	Confidently write more complex narratives showing writing stamina.	Consistently summarise what they want to say, sentence by sentence.	Assessment week	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Make additions, revisions and corrections using my green pen.
Key Terminology	play, emperor, weaver,	wardrobe, splendid, closet	Assessment week	fiction, space, adventure,	biography, autobiography, chimpanzees,
Mastery/ Challenge	Use expanded noun phrases to add description & specification in your playscript.	Include stage direction by looking at examples from different plays.	Assessment week	Use a wider range of time conjunctions to start sentences.	Write under headings [as introduction to paragraphs]. Think of 5 questions that you would have liked to ask Goodall.

English Year 2

Summer Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Suggested Text	<u>Korka The Mighty Elf</u>	<u>Korka The Mighty Elf</u>	<u>Information Text: Vanessa Mae</u>	Poetry Silly Stuff	Assessment week	<u>Dragon Ride (Adventure)</u>	<u>Dragon Ride (Adventure)</u>
Grammar	To correct sentences with subject/verb agreements that are incorrect.	To use the progressive form of verbs in the present and past tense to mark actions in progress.	To use bullet points.	Selecting correct punctuation to end a sentence. (!...?.)	Assessment week	Onomatopoeia	Use adventurous vocabulary for effect.
Suggested Spelling Ensure that the spelling rules are taught for each week.	longest, smallest, strongest, fastest, hardest, poorest, quickest, greatest, tallest, slowest.	caterpillar, canoe, cereal, cellar, centre, choose, circle, choice, cracker, country.	December, dinosaur, driveway, eighteen, fairy, evening, dough, decide, eagle, delivery.	telescope, teacher, tiny, tremble, tower, treat, tidy, tadpole, tornado, tooth.	Assessment week	hardly, helicopter, humour, hundred, island, important, lawyer, library, likely, measure.	medicine, minute, mountain, possibility, reindeer, present, sandwich, sausage, scissors, vegetables.
Comprehension	Discuss the writer's purpose and viewpoint.	Discuss the sequence of events in the text.	Discuss the layout of the text.	Discussing their favourite words and phrases in poetry.	Assessment week	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.

Composition & Transcription	Include more developed narrative language.	Use a variety of sentence openers.	Include headings, subheadings and paragraphs.	Explain and discuss their understanding poems both those that they listen to and those that they read for themselves.	Assessment week	Use a dictionary to include new adventure vocabulary.	Use a thesaurus to include new adventure vocabulary.
Mastery/ Challenge	To write sentences with subject-verb agreements.	Does this story remind you of another story that deals with the same ideas?	Choose one paragraph to change to either first or third person.	alliteration, rhyme, metaphor,	Assessment week	Use a range of conjunctions to extend sentences with more than one clause.	Organise paragraphs around a theme in an adventure story. Emphasis on how characters feel.
				Can you include an extra 'original' verse to the poem you read today?	Assessment week		