

Year 2 English Overview

| <p>Ongoing objectives: Throughout the year children will continue to: To secure the use of full stops, capital letters, exclamation marks and question marks. Orally rehearse each sentence prior to writing Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Evaluate and proofread work to check for errors in spelling, grammar (including using the correct forms of verbs) and punctuation. Read aloud their writing with intonation to make the meaning clear.</p> | | | |
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| <p>To be able to orally retell a wider range of stories, fairy tales and traditional tales (to be additional to English units): Year 2: The Enormous Turnip, Snow White and Rose Red, The Magic Porridge pot, The Little Red Hen Recap on the following: Year 1 : 3 Billy Goats Gruff, Hansel and Gretel, Snow White, Rapunzel, Elves and the Shoemaker Reception: Goldilocks, Little Red Riding Hood, Gingerbread man, 3 little pigs, Jack and the Beanstalk</p> | | | |
| Term | Topic | Duration | Skills/outcomes |
| Autumn 1 Narrative | Fiction – Narrative -Story writing – The Jolly Postman <u>Pie Corbett</u> | 2 weeks | <ul style="list-style-type: none"> • Write about fictional events using the past tense. • Plan and act out own story plans/maps: innovating characters, problem, endings • Act out and retell their version of the story. • Proof read and edit work. |
| Autumn 1 Non fiction | Instructions How to make a gingerbread man (Maths link) | 1 week | <ul style="list-style-type: none"> • Orally retell a set of instructions. • Write their own set of instructions using time conjunctions, a range of verbs and adverbs, commands and the features of instructions. • Use commas in a list |
| Autumn 1 Non fiction | Fiction – Narrative -Story writing and Non Fiction Leaflets The Way home for wolf Adapted from bridging unit | 2 weeks | <ul style="list-style-type: none"> • Orally rehearse ideas • Secure the use of capital letters, finger spaces and full stops • Use past tense for narrative • Use compound words- so, and, or, but |
| Autumn 1 Poetry | <u>Poetry</u> Poetry on a theme: Autumn leaves | 2 weeks | <ul style="list-style-type: none"> • Use nouns, adjectives, verbs and adverbs. • Innovate own lines/verses of the poem based on models. • Perform poetry |
| Autumn 2 Poetry | <u>Poetry</u> Poetry on a theme Fireworks | 1 week | <ul style="list-style-type: none"> • Use nouns, adjectives, verbs and adverbs. • Innovate own lines/verses of the poem • Explore use of past and present tense in poetry. • Perform poetry |

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| <p>Autumn 2 Non-fiction</p> | <p>Recount (letters) Great Fire of London Toby and the great fire of London. Various texts about the Great Fire of London</p> | <p>2 weeks</p> | <ul style="list-style-type: none"> • Write a recount in a letter format • Make notes from non-fiction texts, e.g. highlighting and noting key words. • Use past tense verbs accurately. • Edit and improve |
| <p>Autumn 2 Fiction</p> | <p>Stories by the same author Julia Donaldson – Gruffalo, snail and the whale, Gruffalo's child and others</p> | <p>2 weeks</p> | <ul style="list-style-type: none"> • Comparison of characters, settings, plot, rhythm of text. • Write own story based on a model & innovate a story section – e.g. ending • Compare similarities and differences of stories by same author. • Possible theatre visit- recount extended write |
| <p>Autumn 2 SPAG</p> | <p>SPAG/ Christmas production</p> | <p>1 week</p> | <ul style="list-style-type: none"> • Performance- read aloud with clear intonation • Learn to spell more words with contracted forms • Use suffix ly to turn adjectives into adverbs • e.g. <i>slowly, gently, carefully.</i> • Add suffixes ful or less to create adjectives • e.g. <i>playful, careful, careless, hopeless.</i> |
| <p>Autumn 2 Poetry</p> | <p>Poetry on a theme: Coming Home and other winter poems.</p> | <p>1 week</p> | <ul style="list-style-type: none"> • Explore expanded noun phrases and using when, if, that, because to create subordinate clauses. • Innovation lines/verses of the poem • Perform poetry |
| <p>Spring 1 Fiction</p> | <p>Stories on a theme The lighthouse keeper's lunch stories Pie Corbett</p> | <p>3 weeks</p> | <ul style="list-style-type: none"> • Make predictions and orally retell stories • Make story plans (use Pie Corbett's boxing up method), innovating on character and setting. • Write their own story plans/maps, innovating endings and characters. • Act out and retell their version of the story. |
| <p>Spring 1 Poetry</p> | <p>Classic poetry Kit Wrights – Magic Box</p> | <p>2 weeks</p> | <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns • To select, generate and effectively use nouns and verbs. • Write their own poems based on a known structure • Est and er suffix |
| <p>Spring 2 Non Fiction</p> | <p>Non chronological reports Non-fiction texts about Victorians</p> | <p>3 weeks</p> | <ul style="list-style-type: none"> • Make simple notes from non-fiction texts, e.g. highlighting and noting key words. • Develop success criteria and plan for their reports, identifying where information should be placed within a non-chronological structure. • Organise writing into sections/paragraphs writing sentences in different forms – statements, exclamations, questions. • Edit, improve and evaluate writing with adults and peers. |
| <p>Spring 2 Fiction</p> | <p>Narrative: Traditional Tales with a twist <i>The real story of the 3 little pigs</i></p> | <p>3 weeks</p> | <ul style="list-style-type: none"> • Orally retell story maps – Pie Corbett talk for writing. • Compare 'twisted' versions to originals of traditional tales • Write character and setting descriptions |

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| | <i>Prince Cinders</i> <i>Jack and the baked beanstalk</i> Pie Corbett | | <ul style="list-style-type: none">• Box up and innovate a story map then write an innovated version of a traditional tale, which includes text type features of a traditional tale. |
| Summer 1 | Pre Sats Writing Owl Babies Pie Corbett | 2- 3 weeks | <ul style="list-style-type: none">• Make predictions• Retell - both orally and written• Setting and character descriptions.• Make story plans/maps (use Pie Corbett's boxing up method), innovating alternative middles, endings, characters• Act out, retell and write their version of the story. |
| Summer 1 | SATS Period | 2- 3 weeks | <ul style="list-style-type: none">• Non chronological report on Nocturnal Animals• Character description - The Twits• Safety instructions |
| Summer 2 Poetry | Poems with structure Iguana by Brian Moses | 1 week | <ul style="list-style-type: none">• Perform poetry – adding action & sounds to improve effect for the audience• To explore the effect and use of rhyme• To understand impact of the poem on the listener as a piece for performance. |
| Summer 2 Fiction | Narrative - Story writing Akimbo Stories | 3 weeks | <ul style="list-style-type: none">• Write a story in the past tense from a character's point of view.• Innovate story - write their own story plans/maps, innovating endings and characters.• Write alternative middles – problem and resolution.• Act out, retell and write their version of the story. |
| Summer 2 Non Fiction | Explanation texts Leaflets, websites linked to caring for elephants Hope for the Elephants - DK readers | 1 week | <ul style="list-style-type: none">• Make notes, and highlight key information to inform.• Write an explanation, using the features to inform others how to care for elephants – write for an audience and purpose.• Write a glossary and use dictionaries to inform and edit work |
| Summer 2 Non fiction | Persuasive advert save elephants | 2 weeks | <ul style="list-style-type: none">• Make notes, and highlight key information and techniques used to persuade.• Use a conscience alley to explore reasons and arguments.• Write an advert to persuade others using persuasive techniques and language |