

St John's Yearly Overview for English – Year 2



Pacer of Termly Texts Blocks, Links and suggested outcomes

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	Autumn		Spring		Summer	
Curriculum topic	Everyday Materials	The Gunpowder Plot	The Great Fire of London	Health and Growth	Madagascar	Plants Living things & their habitats
Literacy Units	Narrative Instructions	Poetry Information texts – linked to topic	Narrative	Narrative – alternative traditional tales Poetry	Narrative Narrative	Narrative (author study) Explanation Texts – linked to science

<p>English Literature Texts</p>	<p>Where the Wild Things Are – Maurice Sendak Silly Billy – Anthony Browne</p> <p>Instructions</p>	<p>Information texts linked to the Gunpowder Plot</p> <p>Poetry Benjamin Zephaniah Spike Milligan Puffin Book of Fantastic First Poems</p>	<p>The Princess and the White Bear King – Tanya Robyn Batt (3 weeks)</p> <p>The Way Back Home – Oliver Jeffers</p> <p>OR</p> <p>Beegu - Alexis Deacon</p>	<p>Alternative Traditional Tales –</p> <p>Cinderella Prince Cinders – Babette Cole Wishbones – Barbara Ker Wilson Mufaro’s Beautiful Daughters – John Steptoe</p> <p>The Three Little Pigs The Three Little Wovles and the Big Bad Pig – Eugene Trivizas, Helen Oxenbury, The True Story of the Three Little Pigs – Jon Scieszka</p> <p>Little Red Riding Hood Honestly Red Riding Hood was Rotten – Trisha Speed Saskan</p> <p>Poetry Michael Rosen’s A-Z: The Best Children’s Poetry from Agard to Zephaniah</p>	<p>Mini Grey author study:</p> <p>The Pea and the Princess Toys in Space The Princess and the Pea Traction Man Traction Man meets Turbodog</p>	<p>Anthony Browne author study:</p> <p>Little Beauty Willie the Wimp Gorilla Willie the Wizard</p> <p>Explanation texts</p>
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Author Studies	Maurice Sendak		Oliver Jeffers		Mini-Grey	Anthony Browne
Read aloud book list	Maurice Sendak stories Anthony Browne stories Mick Inkpen Martin Waddell	Shirley Hughes stories Range of poetry	Oliver Jeffers Stories e.g. The Heart and the Bottle, Lost and Found	Me and You Princess Smartypants Cinderella: A Fashionable Tale Cinderella: an Art Deco Love Story Wicked Wolf Tales	Lila and the Secret of Rain	Dick King Smith stories
Spoken Outcomes	Develop dialogue between characters through role play Wild rumpus Role play using puppets to retell the story. Verbal instructions Listening games Barrier games	Audiobook Performance Poetry Tongue Twisters Reporting on Gunpowder plot (making a video or audio recording).	Role play Retell Conveying emotions e.g. sadness	Role-Play performances Make a traditional tale-film Hot seating Debates Conscious Alley – Speech Ball	Role-play Retell Develop speech between characters. Role play with character puppets.	Tell Me responses Role-Play performances Hot seating Debates Conscious Alley – Speech Learn and recite poem
Written Outcomes	Where the Wild Things Are Wk 1 – Speech Wk 2 – Character Description / Retell part of the story Silly Billy – Anthony Browne Wk 1 – Character description. Wks 2 & 3 – Plan & write a story based on Silly Billy. <i>Page retell</i> <i>Plan</i> <i>Letters</i> <i>New version/own character</i> Instructions	Information Texts – topic led <i>Text boxes</i> <i>Captions</i> <i>Non-fiction page</i> <i>Report</i> <i>Letter</i> <i>Diary Entry</i> <i>Notes/paragraphs</i> <i>Scanning – comprehension</i> Poetry <i>Poems based on Poets</i> <i>Shape Poem</i> <i>Tongue Twisters</i>	Princess and the White Bear King Wk 1 – Write in role as princess Wk 2 – Write in role as prince/kindly servant Wk 3 – Plan and retell story <i>Diary</i> <i>Letters</i> <i>Play script</i> <i>Setting analysis/description</i> <i>Speech</i> <i>Make a book</i> The Way Back Home – Oliver Jeffers <i>Wk 1 – Character description.</i> <i>Wk 2 – create a new setting.</i>	Traditional / Alternative Tales Wk 1 - Wanted Poster Wk 2 – Sequence/retell part of the story. Wk 3 – Character description. Wks 4 & 5 – Plan and write own story with new characters/setting <i>Compare and contrast stories</i> <i>Retell/Alternative</i> <i>Sequence</i> <i>Speech</i> <i>Invitations</i> <i>Letters</i> <i>Descriptions of settings</i> <i>Play script</i> <i>Storymapping</i>	Traction Man Wk 1 – Retell part/whole story Wk 2 – Make comic Wk 3 – Write next part of story <i>Character description</i> <i>Speech</i> <i>Make own Traction Man Adventure book</i> Princess and the Pea <i>Wk 1 – write in role and character profile</i> <i>Wk 2 - retell</i> <i>Wk 3 – play script</i> <i>Wk 4 – Newspaper report</i> <i>Compare and contrast</i>	Anthony Browne: Wk 1 – Character description. Wk 2 – Write a letter to Anthony Browne Wk 3 – Write a recount as one of the characters Wk 4 – Choose an Anthony Browne character and write a new story about them Explanation Texts to be topic led

	<i>How to Make...</i> <i>How to plant...</i>		<i>Letter</i> <i>Speech</i> <i>New character</i>	<i>Research</i> <i>Comprehension</i> Poetry <i>Poems based on</i> <i>List poems</i> <i>Humour</i> <i>Descriptive poems</i>	<i>stories</i> <i>Character descriptions</i> <i>Speech</i> <i>Comics</i>	
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Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Word

- continue 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.

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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 different 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
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - 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 on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of 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.

Writing

Handwriting

Pupils should be taught to:

- 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
- 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.

Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - 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:
 - 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:
 - 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.

Spelling, Punctuation & Grammar

Terminology for pupils

noun, noun phrase
 statement, question, exclamation,
 command,
 compound, adjective, verb,
 suffix
 adverb
 tense (past, present)
 apostrophe, comma

Grammar. Develop their understanding of the concepts set out in English Appendix 2 by:

- Using **subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Use **expanded noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- Understand how the grammatical patterns in a sentence indicate its **function as a statement, question, exclamation or command**

Correct choice and consistent use of **present tense** and **past tense** throughout writing

- Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Punctuation. Indicate grammatical and other features by:

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- **Commas** to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

- Spelling (see [English Appendix 1](#)) Pupils should be taught to spell by:
 - 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
 - Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]
 - Formation of **adjectives** using **suffixes** such as *-ful, -less*
 - Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	The suffixes –ment, –ness, –ful , –less and –ly	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy	The /ʌ/ sound spelt o	other, mother, brother, nothing, Monday
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw	The /i:/ sound spelt –ey	key, donkey, monkey, chimney, valley
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap	The /ɒ/ sound spelt a after w and qu	want, watch, wander, quantity, squash
The /l/ or /əl/ sound spelt –le at the end of words	table, apple, bottle, little, middle	The /ɜ:/ sound spelt or after w	word, work, worm, world, worth
The /l/ or /əl/ sound spelt –el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel	The /ɔ:/ sound spelt ar after w	war, warm, towards
The /l/ or /əl/ sound spelt –al at the end of words	metal, pedal, capital, hospital, animal	The /ɜ/ sound spelt s	television, treasure, usual
Words ending –il	pencil, fossil, nostril	The /ɔ:/ sound spelt a before l and ll	all, ball, call, walk, talk, always
The /aɪ/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July	Contractions	can't, didn't, hasn't, couldn't, it's, I'll
Adding –es to nouns and verbs ending in –y	flies, tries, replies, copies, babies, carries	The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's, the man's
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	copied, copier, happier, happiest, cried, replied... but copying, crying, replying	Words ending in –tion	station, fiction, motion, national, section
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny	Homophones and near-homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p>	<p>Common exception words</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>
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Year 2 Spelling.

Overall objectives for Year 2.		
Term 1	Term 2	Term 3
<p>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.</p> <p>Distinguishing between homophones and near-homophones see English Appendix 1 pgs 45-48.</p> <p>Learning to spell common exception words apply spelling rules and guidance, see English Appendix 1 pgs 45-48.</p>	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Learning to spell common exception words apply spelling rules and guidance, see English Appendix 1 pgs 45-48.</p>	<p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular) [for example, the girl’s book].</p> <p>Learning to spell common exception words apply spelling rules and guidance, see English Appendix 1 pgs 45-48.</p>
Statutory requirements	Statutory requirements	Statutory requirements
<p>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p>The sound spelt c before e, i and y.</p> <p>The sound spelt kn and (less often) gn at the beginning of words.</p> <p>The sound spelt wr at the beginning of words.</p>	<p>The sound spelt –le at the end of words.</p> <p>The sound spelt –el at the end of words.</p> <p>The sound spelt –al at the end of words.</p>	<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. (</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</p> <p>Adding –ing, –ed, –er, –est and –y to words of</p>

<p>The sound spelt –y at the end of words. (</p> <p>The sound spelt a before l and ll.</p> <p>The sound spelt o.</p> <p>The sound spelt –ey.</p> <p>The sound spelt or after w</p> <p>The sound spelt ar after w. (</p> <p>The sound spelt s.</p> <p>Homophones and near-homophones.</p> <p>Common exception words.</p>	<p>Words ending –il.</p> <p>Adding –es to nouns and verbs ending in –y. ()</p> <p>The sound spelt a after w and qu.</p> <p>The suffixes –ment, –ness, –ful , –less and –ly.</p> <p>Common exception words. (</p>	<p>one syllable ending in a single consonant letter after a single vowel letter. (</p> <p>Contractions.</p> <p>The possessive apostrophe (singular nouns).</p> <p>Words ending in –tion</p> <p>Common exception words.</p>
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