

English Overview Year 2 2022 - 2023

Term 1.1

| Reading | Writing |
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| <p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel – The Adventures of Sinbad the Sailor Story Type – Journey Focus - Description Innovation- addition</p> <p>Other suggested linked texts- Mungo, Peter Pan, Captain Cook and other texts about explorers</p> <p>Poetry Spine – The Rainy Day by Evaleen Stein</p> <p>Non-Fiction: How do we know about The Great Fire of London?</p> <p>Comprehension Focus- Retrieval – Reading Explorers Retrieval and prediction using model texts and extracts</p> | <p>National Curriculum Outcomes (in bold)</p> <ul style="list-style-type: none"> - To use sentences with different forms statements, questions and exclamations within narrative and information texts. - To use expanded noun phrases when describing characters - To punctuate sentences correctly with capital letters, full stops, question marks and exclamation marks in all writing - To use past tense correctly when writing a journey story and information text - To use co-ordinating conjunctions (and, so) and subordinating conjunctions (because, when, until) when writing postcards, journey stories, character descriptions and information texts. <p>Suggested Writing</p> <ul style="list-style-type: none"> - Information texts about The Great Fire of London - Character descriptions linked to the Adventures of Sinbad - Postcards in role as an explorer - Letters linked to the events in The Great Fire of London - Journey Story (Write the final chapter of the story 'The Final Voyage') <p>SPAG Focus</p> <ul style="list-style-type: none"> - Past tense with a focus on the ed suffix and irregular verbs - Types of sentences (questions, exclamations and statements) and how they should be punctuated - Using adjectives to create expanded noun phrases - Creating sentences with co-ordinating conjunctions (and, so) and subordinating conjunctions (because, when, until) - Using time connectives to show the passage of time |

Term 1.2

| Reading | Writing |
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| <p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Monkey Puzzle by Julia Donaldson The Owl who was afraid of the dark</p> <p>Other suggested linked texts- A Squash and a Squeeze and other stories by Julia Donaldson</p> <p>Poetry Spine – Nursery Rhymes on a baking theme</p> <p>Non-Fiction: The United Kingdom by Alice Harman</p> <p>Comprehension Focus- Retrieval and Inference using Reading Explorers</p> <p>Retrieval and inference using model texts and extracts</p> | <p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> - To write sentences with different forms (questions and commands) when writing instructions and recounts - To punctuate sentences correctly with capital letters, full stops and question marks when writing instructions and recounts - To use the present tense correctly when writing instructions and recounts - To use the past tense correctly when writing diary extracts - To identify and use rhyming couplets when writing a nursery rhyme - To use commas in lists when writing instructions - To use expanded noun phrases when describing a setting <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - Nursery rhymes based on the theme of baking (rhyming couplets) - Instructions (directions/ baking) - Recounts (diaries) with a focus on setting description (Using the Street Diary extract as a stimulus) <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Using the suffix ing to demarcate verbs in the present tense - Using commas within a list (including within expanded noun phrases) - Recap word classes noun, verbs and adjectives - Introduce the word class adverbs alongside the ly suffix to be used in instructions and diary writing. - Identifying words which rhyme. - Sentence types identifying questions, statements and commands. |

English Overview Year 2

| Term 2.1 | |
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| Reading | Writing |
| <p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel –Rosie Revere Engineer by Andrea Beaty</p> <p>Story Type - Portal Joe and the Yeti Focus – Setting & Character</p> <p>Other suggested linked texts- Joe and the Yeti</p> <p>Poetry Spine – Scientific Enquiry by Susan Blackaby</p> <p>Non-Fiction: Little Wings/ The First Flight</p> <p>Comprehension Focus- Retrieval and inference in Reading Explorers/ Model Texts</p> <p>Vocabulary/ Making links in model texts and extracts</p> | <p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> - To use expanded noun phrases and similes when describing a character - To punctuate direct speech correctly with speech marks when writing a newspaper report - To use co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) when writing stories, setting descriptions, diaries and newspaper reports - To use past or present tense correctly when writing newspaper reports, letters, stories and setting descriptions <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - Complete the portal story of Joe and the Yeti with a focus on describing the characters/ setting - Letters to the Yeti from Joe - Character descriptions - Newspaper reports on The First Flight/ Amy Johnson (focus on direct speech) <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Using similes to describe settings and characters - Understanding how to add the suffix er when using comparative adjectives - Using time connectives to show the passage of time within texts - Speech marks for direct speech - Using co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) within sentences - Using the suffixes ful and less when forming adjectives - Using apostrophes for contracted forms |

Term 2.2

| Reading | Writing |
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| <p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p> <p>Other suggested linked texts- The True Story of the Three Little Pigs, The Tunnel by Anthony Browne</p> <p>Poetry Spine – Run by Sam Mbure</p> <p>Non-Fiction – A is for Africa by Ifeoma Onyefulu</p> <p>Comprehension Focus- Inference and prediction using Reading Explorers</p> <p>Inference and making links using model texts and extracts</p> | <p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> - To use the past tense correctly including the progressive form when writing recounts, newspaper reports, letters and narratives - To use expanded noun phrases and similes when describing a character - To write narratives about personal experiences when writing a recount - To use sentences with different forms statements, questions, commands and exclamations when writing recounts, newspaper reports, letters and narratives - To punctuate sentences using familiar and new punctuation (full stops, capital letters, question marks, exclamation marks, commas, speech marks, apostrophe for possession and omission) when writing recounts, newspaper reports, letters and narratives - To use co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) when writing stories, recounts, letters and newspaper reports <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - Narratives based on The Tunnel exploring different viewpoints - Setting descriptions - Newspaper report based on events between the wolves and the three little pigs - Letters of complaint in role as either the wolf or one of the pigs - Instructions - Recounts linked to The Tunnel - Book reviews <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Using the apostrophe for possession and recap using it when writing contracted forms - Using time connectives to show the passage of time within texts - Speech marks for direct speech - Using co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) within sentences - Forming nouns using the suffix ness and ment |

English Overview Year 2

| Term 3.1 | |
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| Reading | Writing |
| <p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Fantastic Mr Fox by Roald Dahl</p> <p>Other suggested linked texts- The Magic Finger and other stories by Roald Dahl</p> <p>Poetry Spine – Mini Who by Jillian Harker</p> <p>Non-Fiction –From Egg to Bee (Lifecycle books) Butterfly and Caterpillar by Barrie Watts</p> <p>Comprehension Focus- Inference and prediction using Reading Explorers</p> <p>Inference, vocabulary and making links using model texts and extracts</p> | <p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> - To write sentences with different forms (questions and commands) when writing instructions - To use the present tense correctly including the progressive form when writing instructions and explanations - To use co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) when writing explanations and book reviews - To punctuate sentences using familiar and new punctuation (full stops, capital letters, question marks, exclamation marks, commas, apostrophe for possession) when writing instructions, explanations and book reviews <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - Recount of a real event - Instructions - Explanations linked to lifecycles <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Writing sentences with different forms and correct sentence punctuation - Using co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) within sentences - Using the apostrophe for possession - Recap using commas in lists - Using the suffix est to create superlative adjectives |

Term 3.2

| Reading | Writing |
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| <p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Flat Stanley by Jeff Brown</p> <p>Shortburst unit & free write Focus - Character Innovation- prequels & sequels</p> <p>Other suggested linked texts- The Sand Children by Joyce Dunbar</p> <p>Poetry Spine – The Owl and the Pussycat by Edward Lear, Tongue Twisters</p> <p>Non-Fiction – From Seed to Sunflower</p> <p>Comprehension Focus- Inference using Reading Explorers</p> <p>Inference, vocabulary and making links using model texts and extracts</p> | <p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> - To use alliteration when writing tongue twister poems - To use expanded noun phrases that describe and specify when writing descriptive poems and character descriptions - To use past and present tense correctly including the progressive form when writing narratives, letters and non-fiction books - To use co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) when writing narratives, letters and non-fiction books - To use sentences with different forms statements, questions, commands and exclamations when writing narratives, letters and non-fiction books <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> - Tongue Twisters and descriptive poems about the beach - Seaside based narratives (inventing own prequels or sequels) with a focus on character description - Letters linked to The Sand Children - Book review of The Sand Children - Character descriptions linked to The Sand Children <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Punctuating expanded noun phrases correctly - Constructing sentences with different forms - Using appropriate suffixes when writing past and present tense sentences including those with the progressive form - Using alliteration when writing tongue twisters - Writing sentences with different forms and correct sentence punctuation - Using co-ordinating conjunctions (and, so, but, or) and subordinating conjunctions (because, when, until, that) within sentences - Spelling common homophones |