

English Overview Year 2 2025 - 2026

Term 1.1	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel – Gulliver's Travels</p> <p>Story Type – Journey Focus - Action 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 - Action linked to the Adventures of Sinbad - Letters linked to the events in The Great Fire of London - Journey Story <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 - Powerful verbs and adverbs - 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
<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 - 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	
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 Innovation - alteration</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 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

Outcomes – see NC Statutory Requirements

Class Novel – The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Non-Fiction Focus

Other suggested linked texts- The True Story of the Three Little Pigs, The Tunnel by Anthony Browne

Poetry Spine – Run by Sam Mbure

Non-Fiction – A is for Africa by Ifeoma Onyefulu

Comprehension Focus-

Inference and prediction using Reading Explorers

Inference and making links using model texts and extracts

Writing

National Curriculum Outcomes (in bold)

- **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

Suggested Writing

- 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
- Book reviews

SPAG Focus

- 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	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel – Fantastic Mr Fox by Roald Dahl</p> <p>Other suggested linked texts- The Tunnel – Anthony Browne</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>National Curriculum Outcomes (in bold)</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>Suggested Writing</p> <ul style="list-style-type: none"> - Recount of a real event - Instructions - Explanations linked to lifecycles - Narratives based on The Tunnel exploring different viewpoints - Setting descriptions - Recounts linked to The Tunnel - Book reviews <p>SPAG Focus</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

Outcomes – see NC Statutory Requirements

Class Novel – Flat Stanley by Jeff Brown

Wishing Story – The Sand Children
Focus - Character
Innovation- sequels

Other suggested linked texts- The Sand Children by Joyce Dunbar

Poetry Spine – The Owl and the Pussycat by Edward Lear, Tongue Twisters

Non-Fiction – From Seed to Sunflower

Comprehension Focus-

Inference using Reading Explorers

Inference, vocabulary and making links using model texts and extracts

Writing

National Curriculum Outcomes (in bold)

- 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

Suggested Writing

- Tongue Twisters and descriptive poems about the beach
- Different narratives (inventing own sequels) with a focus on character description
- Letters linked to The Sand Children
- Character descriptions linked to The Sand Giant

SPAG Focus

- 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