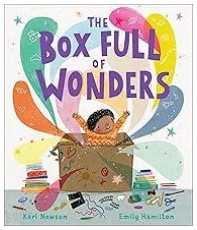
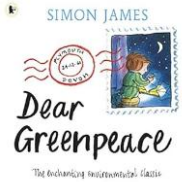
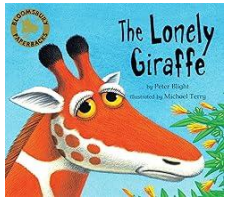
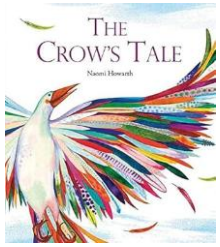
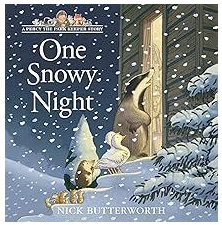
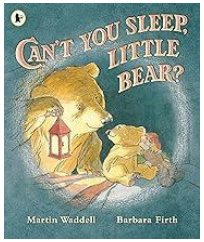
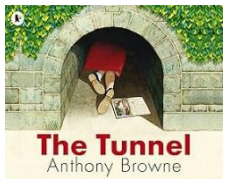
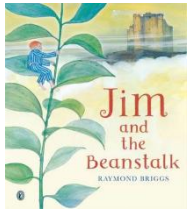
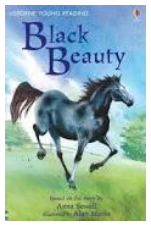
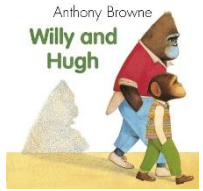
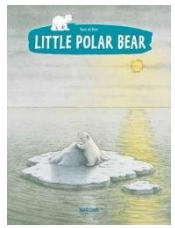
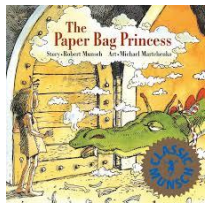
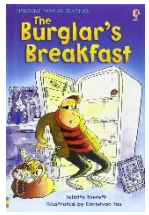
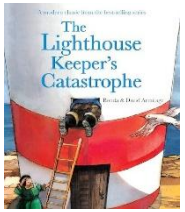
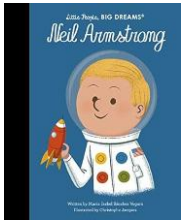
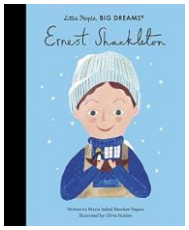
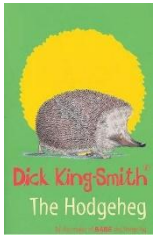
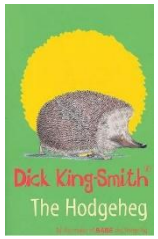
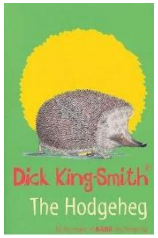
# English Overview – Year 2

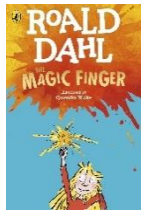
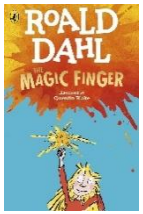
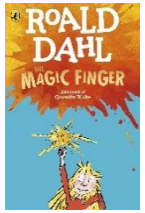
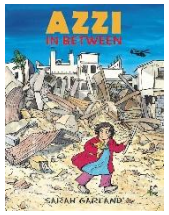
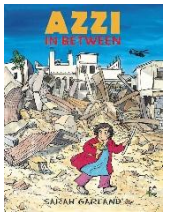
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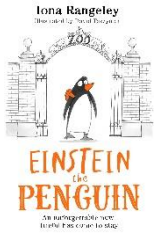
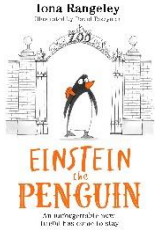
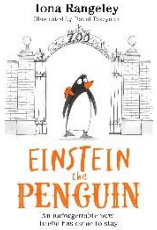
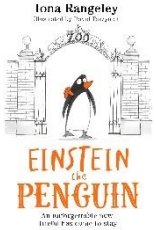
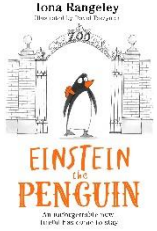
| English - Year 2<br>Autumn 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Text** | The Box Full of Wonders | Dear Greenpeace | The Lonely Giraffe | The Crows Tale | One Snowy Night | Can't You Sleep Little Bear | Assessment |
| | | | | | | | |
| |  |  |  |  |  |  |  |
| **Writing** | | | | | | | |
| **Short Write:** | Character's Feelings | Description of the animals | Setting Description | Describe the crow's magical power | Radio Weather Report | Bedtime Instructions | Assessment |
| **Long Write:** | Create their own invention and describe how it works | Letter to Greenpeace | How to Make Friends | Narrative: Short Story relating to animals | Diary Entry as the Park Keeper | Letter of advice to Little Bear | Assessment |
| **Reading** | | | | | | | |
| **Comprehension** | Discuss messages/themes within the text | Inference and Deduction Skills | Discuss the sequence of events in the text | Decode unfamiliar words | Infer information from images | Retrieval Skills | Assessment |
| **SPaG** | | | | | | | |
| **Spelling** | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | Assessment |
| **Grammar** | Reinforce Year 1 Punctuation Rules | Questions, Commands, Statements | Adjectives | Expanded Noun Phrases | Conjunctions | Exclamations | Assessment |

| English - Year 2<br>Autumn 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Text** | The Tunnel | Jim & The Beanstalk | Where Poppies Grow | Black Beauty | Willy & Hugh | The Little Polar Bear | Assessment |
| | | | | | | | |
| |  |  |  |  |  |  |  |
| **Writing** | | | | | | | |
| **Short Write:** | Thought Bubbles for Main Characters | Invite to the Giant's Birthday Party | Description of the poppy fields | All About Black Beauty | Diary Entry as Willy | Description conversation with another animal | Assessment |
| **Long Write:** | Description of the world outside of the tunnel | Diary Entry as the Giant | Recount as a soldier or nurse in the war | How to care for a horse | Argument for/against keeping animals in zoos | Non-fiction about polar bears | Assessment |
| **Reading** | | | | | | | |
| **Comprehension** | Make predictions about a text | Discuss word meanings | Compare to other related stories | Recount main events | Make comparisons to other stories they have read | Retrieval Skills | Assessment |
| **SPaG** | | | | | | | |
| **Spelling** | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | Assessment |
| **Grammar** | Commas in a list | Apostrophes for Contraction | Verbs | Bullet Points | Adverbs | Correct of use present tense | Assessment |

| English - Year 2<br>Spring 1 | | | | | | |
|---|---|---|---|---|---|---|
| | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Text** | The Paper Bag Princess | The Burglar's Breakfast | Greta & the Giants | The Lighthouse Keeper's Catastrophe | Neil Armstrong | Assessment |
| | | | | | | |
| |  |  |  |  |  |  |
| Writing | | | | | | |
| **Short Write:** | Letter of apology to the Prince | Police Report | Rainforest Description | Interview for Newspaper | Create a new plan for the astronauts | Assessment |
| **Long Write:** | Narrative: choose and alternative hero | Wanted Description | Persuasive Letter | Diary from Storm | Describe a journey to space | Assessment |
| **Reading** | | | | | | |
| **Comprehension** | Recount the main events of the text | Make inferences about a text | Inference and retrieval skills | Inference and retrieval skills | Find and retrieve information from a non-fiction text | Assessment |
| **SPaG** | | | | | | |
| **Spelling** | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | Assessment |
| **Grammar** | Making singular nouns plural | How to organise paragraphs | Suffixes (-ful, -ness, -er, -est, -ly) | Prefixes | Conjunctions (because, that, if, when, then) | Assessment |

| English - Year 2<br>Spring 2 | | | | | | |
|---|---|---|---|---|---|---|
| | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Text** | Poetry | Little People, Big Dreams | The Hodgeheg | The Hodgeheg | The Hodgeheg | Assessment |
| | | | | | | |
| |  |  |  |  |  |  |
| Writing | | | | | | |
| **Short Write:** | Analysis of a poem | Advert for New Explorers | Character Description | Crossing the Road Instructions | Advert on road safety | Assessment |
| **Long Write:** | Write own poems | Diary Entry from Ernest | Non-Chronological Report - Hedgehogs | Persuasive Letter -letter urging road users to slow down | Narrative – Crossing the road | Assessment |
| **Reading** | | | | | | |
| **Comprehension** | Analyse the meaning of a poem by discussing key vocabulary | Discuss and clarify meaning of new words | Inference and deduction skills | Predict what might happen next. | Draw together ideas and information across a whole text | Assessment |
| **SPaG** | | | | | | |
| **Spelling** | NNS: 'a' after 'w' and 'qu'<br><br>want, watch, wander, squash, quantity, quality, quarrel | NNS: spelt 's'<br><br>Treasure, usual, blue, blew, sea, see, night, knight, there, their | NNS: adding '-es'<br><br>Fly, flies, cry, cries, copy, copies, lady, ladies, carry, carries | NNS: Possessive apostrophes<br><br>+ Year 1/2 high frequency words | NNS: Suffixes<br><br>Careful, careless, playful, hopeful, hopeless, badly, careless, happily, harmful, harmless, | Assessment |

| English - Year 2<br>Summer 1 | | | | | | |
|---|---|---|---|---|---|---|
| | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Text** | The Magic Finger | The Magic Finger | The Magic Finger | Azzi Inbetween | Azzi Inbetween | Assessment |
| | | | | | | |
| |  |  |  |  |  |  |
| Writing | | | | | | |
| **Short Write:** | Character Description | Letter | Alternative Ending | Character Thought Bubbles | Letter | Assessment |
| **Long Write:** | News Article about the magic finger | Narrative: Imagine you had a magic finger… | Narrative Continued | Diary Entry as Azzi after leaving their home | Comparison of home in the UK | Assessment |
| **Reading** | | | | | | |
| **Comprehension** | Make inferences and predictions | Inference and deduction skills | Draw together ideas and information across a whole text | Find and copy one word that... | Make links to other stories that they have read | Assessment |
| **SPaG** | | | | | | |
| **Spelling** | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | Assessment |
| **Grammar** | Singular and Plural | Short sentences for impact | Commas for lists | Past and Progressive Verbs | Prepositions | Assessment |

| English - Year 2<br>Summer 2 | | | | | | |
|---|---|---|---|---|---|---|
| | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Text** | Einstein the Penguin | Einstein the Penguin | Einstein the Penguin | Einstein the Penguin | Einstein the Penguin | Assessment |
| | | | | | | |
| |  |  |  |  |  |  |
| Writing | | | | | | |
| **Short Write:** | Character Profile Penguin | Missing Penguin 'Poster' | Setting Description (Chapter 8) | Interview using speech punctuation | Amazon style book review | Assessment |
| **Long Write:** | Information Text about Penguins | TV News Bulletin on the strange events | Describe the penguin's journey of escape | Newspaper Articles using reported speech | Write a new adventure for the penguin | Assessment |
| **Reading** | | | | | | |
| **Comprehension** | Inference and deduction skills | Make inferences and predictions | Discuss the writer's purpose and viewpoint | Make predictions based on what they have read | Discuss the sequence of events in the story | Assessment |
| **SPaG** | | | | | | |
| **Spelling** | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | RWI Spellings | Assessment |
| **Grammar** | Bullet Points | Subject/Verb agreement | Past and Present tense | Year Group Punctuation Recap | Up-levelling Vocabulary | Assessment |