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| **Year 2 English Overview** |
| **Text types**  |
| Recounts; Reported speech; Narrative; Letters; Posters Diary writingLabels, Lists and captions; Poetry; Narrative; Leaflets**Text types to practice**Labels, lists and captionsInformation texts |
| **Spoken Language** |
| **Pupils should be taught to:*** 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.
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| **Reading – Word recognition** | **Reading – Comprehension** |
| **Pupils should be taught to:*** 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.
 | **Pupils should be taught to:*** 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.
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| **Text Structure** | **Sentence Construction** | **Word Structure/Language** | **Punctuation** | **Terminology** |
| **Consolidate Year 1 list****Introduce:****Fiction****Secure use of planning tools:** Story map / story mountain / story grids/ ’Boxing-up’ grid (Refer to Story Types grids)**Plan opening** **around** character(s), setting, time of day and type of weather**Understanding 5 parts to a story with more complex vocabulary****Opening** e.g.*In a land far away….**One cold but bright morning…..***Build-up** e.g.*Later that day***Problem / Dilemma** e.g.*To his amazement***Resolution** e.g.*As soon as***Ending** e.g.*Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.**Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)****Introduce:****Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid**Introduction:**  HeadingHook to engage readerFactual statement / definition Opening question **Middle section(s)**Group related ideas / facts into sectionsSub headings to introduce sentences /sectionsUse of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false?The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g*. she is drumming, he was shouting)*  | **Consolidate Year 1 list****Introduce:****(See Connectives and Sentence Signposts doc.)****Types of sentences:**StatementsQuestionsExclamations Commands**-‘ly’ starters**e.g. *Usually, Eventually, Finally, Carefully, Slowly, …***Vary openers** to sentences**Embellished simple**  **sentences using:****adjectives** e.g.*The boys peeped inside the dark cave.***adverbs** e.g**.** *Tom ran quickly down the hill.***Secure use of compound sentences (Coordination)** using coordinating conjunctions:*and/ or / but / so***Complex sentences (Subordination) using:****Drop in a relative clause:****who/which**  e.g.Sam, **who** was lost, sat down and cried.The Vikings, **who** came from Scandinavia, invaded Scotland.The Fire of London, **which** started in Pudding Lane, spread quickly.**Additional subordinating conjunctions:***what/while/when/where/ because/ then/so that/ if/to/until* e.g. ***While*** *the animals were munching breakfast, two visitors arrived**During the autumn,* ***when*** *the weather is cold, the leaves fall off the trees.***Use long and short sentences:**Long sentences to add description or information. Use short sentences for emphasis.**Expanded noun phrases**e.g. ***l****ots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.**African elephants have long trunks, curly tusks and large ears.**Consistent use of present tense versus past tense throughout text.**Continuous form of verbs – drumming, shouting, eating, etc**Reinforce use of standard English for subject/verb agreement.* | **Consolidate Year 1 list****Introduce:** **Prepositions:***behind above along before between after***Alliteration**e.g. *wicked witch* *slimy slugs***Similes using…like…**e.g.*… like sizzling sausages**…hot like a fire***Onomatopoeia****alliteration****Two adjectives to describe the noun** e.g.*The scary, old woman…**Squirrels have long, bushy tails.***Adverbs for description** e.g.*Snow fell gently and covered the cottage in the wood.***Adverbs for information** e.g**.**Lift the pot carefully onto the tray.The river quickly flooded the town.**Generalisers for information, e.g.**Most dogs….Some cats….Formation of **nouns** using **suffixes** such as –ness, –er (see spelling appendix)Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.) Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs****Use of determiners a or an according to whether next word begins with a vowel****e.g. *a rock, an open box*** | **Consolidate Year 1 list****Introduce:****Demarcate sentences:**Capital letters (for all purposes)Full stopsQuestion marksExclamation marks**Commas** to separate items in a list**Comma** after –ly opener (fronedt adverbials)e.g. *Fortunately,….Slowly,….* **Speech bubbles/ speech marks for direct speech , identify in reading, understand their purpose.***Implicitly understand how to change from indirect speech to direct speech****Apostrophes to mark contracted forms in spelling***e.g. *don’t, can’t**Use of bullet points to list information.* | **Consolidate:****Punctuation*** Finger spaces
* **Letter**
* **Word**
* **Sentence**
* **Full stops**
* **Capital letter**
* **Question mark**
* **Exclamation mark**
* Speech bubble
* Bullet points

**Singular/ plural** AdjectiveVerbConjunctionAlliterationSimile – ‘as’/ ‘like’**Introduce:****Apostrophe (contractions and singular possession)****Commas for description****‘Speech marks’(inverted commas)****Suffix****Verb /** adverbImperative verbsStatementQuestionExclamationCommand**Tense (past, present, future)****Adjective / noun** GeneralisersBullet pointPreposition**Subordinating conjunctiona** |
| **Common Exception words Year 2** |
| **door****floor****poor****because****find****kind****mind****behind****child****children****wild****climb****most****only****both****old****col** | **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** |