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| **Year 2 English Overview** | | | | | | |
| **Text types** | | | | | | |
| Recounts; Reported speech; Narrative; Letters; Posters Diary writing  Labels, Lists and captions; Poetry; Narrative; Leaflets  **Text types to practice**  Labels, lists and captions  Information 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. | | | | | | |
| **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. | | | | |
| **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:**  Heading  Hook to engage readerFactual statement / definition  Opening question  **Middle section(s)**  Group related ideas / facts into sections  Sub headings to introduce sentences /sections  Use 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:**  Statements  Questions  Exclamations  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 stops  Question marks  Exclamation 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**  Adjective  Verb  Conjunction  Alliteration  Simile – ‘as’/ ‘like’  **Introduce:**  **Apostrophe (contractions and singular possession)**  **Commas for description**  **‘Speech marks’(inverted commas)**  **Suffix**  **Verb /** adverb  Imperative verbs  Statement  Question  Exclamation  Command  **Tense (past, present, future)**  **Adjective / noun**  Generalisers  Bullet point  Preposition  **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** | | |