Year 2 - 2022-23 – English Overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | India | | Explorers | | In the Garden | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Focus** | Fiction  Traditional tales from around the world – India Folk tales | Non- Fiction  (non-chronological report) | Non-Fiction  Diary | Fiction | Non-Fiction  Instruction | Fiction |
|  | **Gobble You Up**  The Tiger Child | **T4W - Shark**  Interview with a … by Andy Seed |  |  |  |  |
| **Visit / Stimulus** | **Local Walk** | **Virtual Author Visit** | **Exploration / Walk** | **Planetarium** | **Melbourne Gardens** |  |
|  | Check the text makes sense  Become familiar with and retell a wider range of traditional tales / familiar texts  Recognise simple recurring literary language  Read non-fiction books that are structured in different ways | | | | | |
| **Reading for Pleasure** | **To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.** | | | | | |
| Fantastic Mr Fox  Who’s Afraid of the big bad book?  The Gruffalo  Room on the Broom  Aliens Love Underpants | The Enormous Crocodile  The Snowman  Polar Express  Storm Whale  Lost & Found | I need a Wee  Rainbow Fish  Amazing Grace  True story of three little pigs  Stuck  Roald Dahl books | Ugly 5  Katie Morag and 2 grandmothers  Girls can do anything Gorilla  Elmer | The Tunnel  We are all wonders  Bear and the piano Grumpy Frog  Peace at last | Tuesday  Traction man  Sweep  Perfectly Norman  Peace At Last |
| **Poetry** | **To listen to and discuss a wide range of poetry at a level beyond that at which they can read independently** | | | | | |
| Pie Corbett’s ks1 Poetry collection | | Poem a day | | Crazy Mayonnaisy mum/ Perfectly Peculiar pets | |
| **Phonics & Decoding**  **CEW/**  **Spelling**  **Shed** | Review Phase 5 and discover gaps | | Phase 6 – No Nonsense Spelling / Spelling Shed Stage 2 | | | |
| Year 1 CEW  Phase 2, 3, 5 Ninja Words  Bug Club -  Vowel Sound alternative spelling choices ai ee igh oa oo  Spelling Shed Stage 2  13. The long vowel ‘i’ spelled with a y at the end of words.  25. The /ee/ sound spelled ‘–ey’ | Year 2 CEW  Bug Club -  Alternative Spelling choices oo/you or  Spelling Shed Stage 2  22. The ‘or’ sound spelled ’a’ before ll and ll  23. The short vowel sound ‘o.’ | Spelling Shed  1.The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.  2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’  3. The /j/ sound spelled with a g.  4. The /s/ sound spelled c before e, i and y.  5. The /n/ sound spelled kn and gn at the beginning of words. 7.The /r/ sound spelled ’wr’ at the beginning of words.  29. The suffixes ‘-ment’ and ‘-ness’  30. The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.  34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. | 8. The /l/ or /ul/ sound spelled ’-le’ at the end of words.  9. The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.  10. The /l/ or /ul/ sound spelled ‘-al’ at the end of words.  11. Words ending in ’-il.’  31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings  32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.  35. The possessive apostrophe (singular) | 14. Adding ‘-es’ to nouns and verbs ending in ‘y.’  15. Adding ‘-ed’ to words ending in y. The y is changed to an i.  16. Adding ‘-er’ to words ending in y. The y is changed to an i.  17. Adding ‘ing’ to words ending in ‘e’ with a consonant before it.  19 **Adding ‘er’ to words ending in ‘e’ with a consonant before it**  20. Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.  21. Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the short vowel sound. | 26. Words with the spelling ‘a’ after w and qu.  27. The /er/ and /or/ sound spelled with or or ar.  28. The /z/ sound spelled s.  33. Words ending in ‘-tion.’    To apply further Y2 spelling rules and guidance\* |
| **Reading** |  | | | | | |
| **Vipers** | Ruby’s Worry  Squash & a Squeeze  Meerkat Mail  Mogs Christmas  Pumpkin Soup  Colour monster | | The Owl who was afraid of the dark  Flat Stanley  Hansel and Gretal  Little Red  Rapunsel  The Hodgeheg | | Journey  Dogs don’t do ballet  Bog Baby  Emily Brown  Day the crayons quit  Stanley’s Stick | |
| **Vocabulary** | **Build up vocabulary Discuss word meanings**, linking new meanings to those already known  Be confident to share unknown words (Word’s that I don’t know...yet!) Discuss and clarify the meaning of words  Draw on what is already known or on background information and vocabulary provided by the teacher | | | | | |
| **Inference** | **To begin to make simple inferences e.g. decide upon character types based on their actions (good, bad, hero etc).** Link what is read or heard to own experiences. Draw on what they already know. Make inferences on the basis of what is being said and done. | | | | | |
| **Prediction** | **Predict what might happen on the basis of what has been read so far.** | | | | | |
| **Explain** | **Explain their understanding of books, poems and other material by:**   * Participating in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently) * Taking turns and listening to what others say * Explain clearly understanding of what is read * Articulate and justify answers | | | | | |
| **Retrieve** | **To anticipate key events and phrases in rhymes and stories. To predict and discuss characters.** Answer and ask questions | | | | | |
| **Sequence** | **Answer simple questions about characters, settings and key events in a story.**  Beginning to describe the overall structure of a story e.g. being about to answer: “What is the problem in the story?”  Discuss the sequence of events in books and how items of information are related | | | | | |
| **Spoken Language** | | | | | | |
| **Spoken Language** | Listen and respond  Build vocabulary  Ask relevant questions | | Give well-structured descriptions, explanations and narratives | | Participate in discussions, presentations, performances, role play, improvisations and debates Use spoken language: speculating, hypothesising, imagining and exploring ideas | |
| **Writing** | | | | | | |
| **Writing**  **Outcome** | Fiction: Retell story | Character description  Non-chronological report: report about animals  Letter | Recount: diary entry | Fiction: story | Instructions | Story |
| **Transcription**  **spelling** | Throughout there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes  Spell common exception words. | | | | | |
| *Recall noun, adjective, verbs.*  *Use expanded noun phrases to describe*  *and specify*  *Write sentences with different forms: statement, question,* | *Use subordination (because) and co-ordination (and)*  *Use co-ordination (but, or)*  *Add -ly to turn adjectives into adverbs* | *Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when)*  *Use present and past tenses correctly and consistently (some progressive)* | *Use present and past tenses correctly and consistently*  *Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce that)* | *Use subordination (if, that)*  *Add -er and -est to adjectives*  *Use homophones and near homophones* | *Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment,- ful)* |
| **Handwriting** |  | | | | | |
| Curly caterpillars  c, a, d, e, s, g, f, q, o  Ladder letters  l, i, u, t,j, y  CAPITALS | One arm robots  n, m, h, k, b, p, r  Zigzag monsters  z, v, w, x,  CAPITALS | Review all letters - upper and lower case...  Look for correct formation. | | Joining letters  diagonal | Joining letters  horizontal |
| **Vocabulary, Grammar and punctuation** | Sentence structure  Use punctuation correctly - full stops, capital letters | Sentence structure  Questions  Exclamations | Use punctuation correctly - exclamation marks, question marks  Use punctuation correctly – apostrophes for contracted forms | Proof-read to check for errors in spelling, grammar and punctuation  Use punctuation correctly - apostrophes for the possessive (singular) | Use commas to separate items in a list  Commands | Proof-read to check for errors in spelling, grammar and punctuation |
| **Composition** | Plan or say out loud what is going to be written about | *Write for different purposes*  *Plan and write down ideas, key words, new vocabulary* | *Read aloud with intonation*  *Write down ideas, key words, new vocabulary* | *Write for different purposes*  *Make simple additions, revisions and corrections* | *Write down ideas, key words, new vocabulary* | *Make simple additions, revisions and corrections* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance per term** | **Christmas story** |  |  |