Year 2 - 2022-23 – English Overview

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|  | India | Explorers | In the Garden |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Focus** | FictionTraditional tales from around the world – India Folk tales | Non- Fiction(non-chronological report) | Non-Fiction Diary | Fiction | Non-FictionInstruction | 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 textsRecognise simple recurring literary languageRead 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 FoxWho’s Afraid of the big bad book?The GruffaloRoom on the Broom Aliens Love Underpants | The Enormous CrocodileThe SnowmanPolar ExpressStorm WhaleLost & Found | I need a WeeRainbow Fish Amazing Grace True story of three little pigsStuckRoald Dahl books | Ugly 5Katie Morag and 2 grandmothersGirls can do anything GorillaElmer | The TunnelWe are all wondersBear and the piano Grumpy FrogPeace at last | TuesdayTraction manSweepPerfectly NormanPeace 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 CEWPhase 2, 3, 5 Ninja WordsBug Club - Vowel Sound alternative spelling choices ai ee igh oa ooSpelling Shed Stage 213. The long vowel ‘i’ spelled with a y at the end of words.25. The /ee/ sound spelled ‘–ey’ | Year 2 CEWBug Club - Alternative Spelling choices oo/you or Spelling Shed Stage 222. The ‘or’ sound spelled ’a’ before ll and ll23. 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 SqueezeMeerkat MailMogs ChristmasPumpkin SoupColour monster | The Owl who was afraid of the darkFlat StanleyHansel and Gretal Little RedRapunselThe Hodgeheg | JourneyDogs don’t do balletBog BabyEmily Brown Day the crayons quitStanley’s Stick |
| **Vocabulary** | **Build up vocabulary Discuss word meanings**, linking new meanings to those already knownBe confident to share unknown words (Word’s that I don’t know...yet!) Discuss and clarify the meaning of wordsDraw 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
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| **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 descriptionNon-chronological report: report about animalsLetter | 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 caterpillarsc, a, d, e, s, g, f, q, oLadder lettersl, i, u, t,j, yCAPITALS | One arm robotsn, m, h, k, b, p, r Zigzag monstersz, v, w, x,CAPITALS | Review all letters - upper and lower case...Look for correct formation. | Joining lettersdiagonal | Joining lettershorizontal |
| **Vocabulary, Grammar and punctuation** | Sentence structure Use punctuation correctly - full stops, capital letters | Sentence structureQuestionsExclamations | Use punctuation correctly - exclamation marks, question marksUse 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* |

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