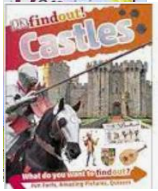
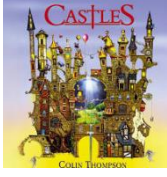
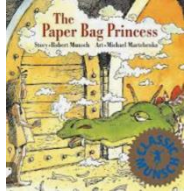
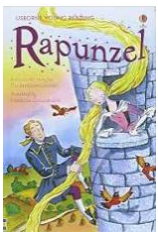
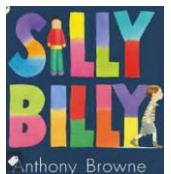
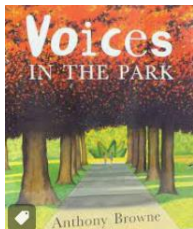
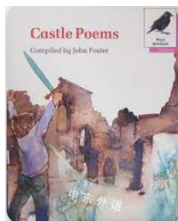
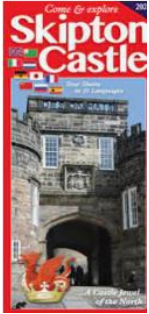


Year 2 English Long Term Overview		
Term	Reading	Writing
<p><b>Autumn 1</b></p> <p><b>Castles, Kings and Queens</b></p>       	<p><b>Texts</b></p> <p><b>Living in a castle</b></p> <p><b>DK Find Out About Castles (2 weeks)</b></p> <p><b>Comprehension focus:</b></p> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>  <p><b>Castles by Colin Thompson (2 weeks)</b></p> <p><b>Comprehension focus:</b></p> <ul style="list-style-type: none"> <li>Retrieval (who, what, where, when)</li> </ul>  <p><b>The Paper Bag Princess by Robert Munsch and Michael Martchenko /Rapunzel (3 weeks)</b></p> <p><b>Comprehension focus:</b></p> <ul style="list-style-type: none"> <li>Retrieval</li> <li>Vocabulary</li> <li>Prediction</li> <li>Sequencing (understanding plot)</li> </ul>	<p><b>Features of a Non-fiction Text: Fact Files (2 weeks) – DK Find Out About Castles</b></p> <p><b>HOOK – History Mystery Pictures (children as detectives to spot what the different pictures are throughout the week)</b></p> <p><b>Writing Focus/ Outcomes:</b></p> <ul style="list-style-type: none"> <li>To use labels to show the different parts of a castle</li> <li>To label the features of a non-fiction text</li> <li>To write sentences about a castle</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Co-ordinating conjunctions ‘and’</li> <li>Nouns</li> </ul> <p><b>Descriptive Writing (2 weeks) – Castles by Colin Thompson</b></p> <p><b>HOOK: Castle Estate Agents – Invite a buyer</b></p> <p><b>Writing Focus/ Outcomes:</b></p> <ul style="list-style-type: none"> <li>To write an effective description of a castle.</li> </ul> <p><b>Grammar focuses:</b></p> <ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Conjunctions ‘and’</li> <li>Adjectives</li> </ul> <p><b>Oracy Focus</b></p> <ul style="list-style-type: none"> <li>Presenting their castle descriptions to SLT</li> </ul> <p><b>Narrative (3 weeks) Paper Bag Princess by Robert Munsch and Michael Martchenko/ Rapunzel</b></p> <p><b>Hook: Dragon landing in the school playground - video</b></p> <p><b>Writing Focus/ Outcomes:</b></p> <ul style="list-style-type: none"> <li>To compare different characters using adjectives and include conjunctions ‘and’ and ‘but’. (label characters with adjectives before writing sentences using ‘and’ and ‘but’)</li> <li>To write a character description using adjectives. (focus more closely on one character thinking about behaviour, looks and personality e.g the dragon)</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Conjunctions ‘and’ and ‘but’</li> <li>Adjectives</li> </ul>

## Autumn 2

### Castles, Kings and Queens

Hook: Skipton Castle visit



## Texts

### Skipton Castle leaflet (2 weeks)

#### Comprehension focus:

- Retrieval (who, what, where, when)
- Vocabulary

### Castle Poems (1 weeks)

#### Comprehension focus:

- Vocabulary
- Inference

### Books by Anthony Browne (3 weeks)

Voices in the park.

Silly Billy. Hide and Seek.

#### Comprehension focus

- Inference – from pictures and text
- Retrieval- facts about Anthony Browne
- Vocabulary

## Recounts (2 weeks) Based around the visit to Skipton Castle

### Hook – visit to Skipton Castle

#### Writing Focus/ Outcomes:

- To know and use the features of a recount.
- To write a recount of a real event (a Visit to Skipton Castle) recording 2 key elements clearly and simply.
- To create a leaflet about Skipton Castle.

#### Grammar focus:

- Past and present tense
- Adverbs of time
- Proper nouns – place, days etc

### Castles Poetry (1 weeks)

#### Writing Focus/ Outcomes:

- To complete a poem study identifying features and comparing graphemes in rhyming words.
- To use the correct terminology to discuss poems e.g lines, verses, alliteration, rhyming couplets

#### Grammar focus:

- Grapheme/ phoneme correspondence e.g seek and speak and introduce homophones

#### Oracy Focus

- Discussion about whether children like/ dislike a range of poems using talk tokens and stem sentences.

### Author Study – Anthony Browne (3 weeks)

Hook – Show children the front cover and they have to draw who the voices in the park belong to.

#### Writing Focus/ Outcomes:

- To write a blog/fact file about Anthony Browne
- To compare characters viewpoints and feelings from Voices In The Park.
- To evaluate and compare books by the same author (Silly Billy and Hide and Seek)
- To write a book review for their favourite Anthony Browne book

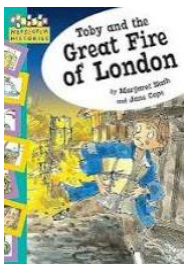
#### Grammar focus:

- Past and present tense verbs – ed endings
- Conjunctions 'and' 'but' and 'because'
- Verbs
- Apostrophes for contraction

**Spring 1**

**Bright Lights Big City – The Great Fire of London**

**Hook: Great Fire of London Visitor**



**Texts**

**London's Burning poetry (1 week)**

**Comprehension focus**

- Vocabulary
- Inference
- Back ground knowledge
- Fluency – use of voice

**Texts**

**Why do we remember the Great Fire of London (2 weeks)**

**Comprehension focus**

- Vocabulary
- Retrieval

**Toby and The Great Fire Of London Margaret Nash/ Jane Cope (2 weeks)**

**Comprehension focus**

- Inference
- Summary
- Vocabulary
- Sequencing

**Performance poetry Senses/ descriptive poetry (1 week)**

**Hook – play video before introducing poem <https://youtu.be/OwtskN9dzXg> Horrible Histories News**

**Report**

**Writing Focus/ Outcomes:**

- To write a descriptive poem based on the 5 senses (focusing on the Great Fire of London)
- To perform a poem fluently with expression and intonation.

**Grammar focus:**

- To read using punctuation to support expression.
- Adjective/ expanded noun phrases

**Oracy Focus**

Read aloud what they have written with appropriate intonation to make the meaning clear.

**Non- Fiction –non-fiction text/ Why do we Remember the Great Fire of London ( 2 weeks)**

**Writing Focus/ Outcomes:**

- To understand the features of a non-fiction text
- To learn to take notes
- To write a non-fiction text

**Grammar focus:**

- Commas in a list
- Tenses
- Introduce the conjunction 'when'
- And, but, because,

**Narrative (2 weeks) Toby and the great fire of London**

**Writing Focus/ Outcomes:**

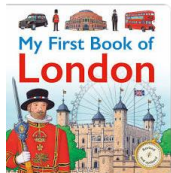
- To re-write the story of Toby and The Great Fire of London

**Grammar focus:**

- A range of different conjunctions
- Tenses
- All punctuation taught so far

## Spring 2

### Bright Lights Big City – UK Capital Cities and Leeds



### The Kindest Red (1 week)

#### Comprehension focus

- Vocabulary

### London Landmarks – My First Book of London (1 weeks)

#### Comprehension focus

- Retrieval

### A Walk In London by Salvatore Rubbino (3 weeks)

#### Comprehension focus

- Vocabulary
- Retrieval
- Prediction

### Fiction - poem (1 weeks)

#### Hook:

Children will need to have a basic understanding of what a hijab is and why people wear them. Sharing images and video clips will support children's understanding. If possible, bringing a hijab in for children to see would add another layer of understanding. If members of the school community wear hijabs or headscarves, they may want to share their first-hand experiences.

#### Writing Focus/ Outcomes:

- To write a poem about kindness

#### Grammar focus:

- Commas in a list
- Expanded noun phrase

#### Oracy Focus

Discussion relating to kindness words using stem sentences and talk tokens to agree and disagree.

### Non- Fiction – My First Book of London (1 week)

#### Writing Focus/ Outcomes:

- To write questions and statements to create a simple guide book for visitors to London.

#### Grammar focus:

- Questions and statements
- Proper nouns

### A Walk In London by Salvatore Rubbino (3 weeks)

#### Hook – Bus tour around Leeds

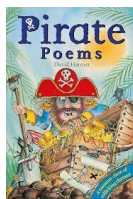
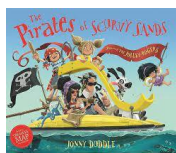
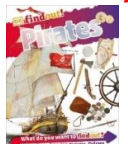
#### Writing Focus/ Outcomes:

- To write a diary of the character's day in London
- Describe Leeds landmarks
- To write a fact file about Leeds.

#### Grammar focus:

- Sentence types – statements, questions, commands and exclamations.
- Tenses
- Expanded noun phrases
- Adverbs of time

**Summer 1**  
**Land Ahoy!**



**Texts**

**Dk- Pirates/ Meet the pirates (2 week)**

**Comprehension focus**

- Explain key aspects of non-fiction
- Retrieval
- Vocabulary

**The Pirates Next Door. By Johnny Duddle (2 weeks)**

**Comprehension focus**

- Summary
- inference
- retrieval
- prediction

**Texts**

**The Pirates of Scurvy Sands By Johnny Duddle (1 week)**

**Comprehension focus**

- Retrieval
- Inference
- Comparing the similarities between characters

**Revision and consolidation (1 week)**  
**Shiver Me Timbers by Douglas Florian/  
Pirate Poems by David Harmer**

**Comprehension focus**

- Comprehension revision

**Non-fiction – Wanted poster/ description (2 weeks)**

**Hook – mystery objects in treasure chest**

**Writing Focus/ Outcomes:**

- To write a description of a pirate
- To create a detailed wanted poster about a famous pirate

**Grammar focus:**

- commas in a list
- apostrophes for possession
- to use subordinating conjunctions 'when' and 'if'

**Narrative**

**Writing Focus/ Outcomes:**

- Use drama and role play to explore characters
- Write a letter from the neighbours to the council, complaining about the pirates

**Grammar focus:**

- Apostrophes for singular possession
- Use features of written standard English
- Wide range of conjunctions - Y2

**Oracy Focus**

Appropriate use of voice, while acting out being a character. Physical strand

**Narrative**

**Writing Focus/ Outcomes:**

- Write persuasive advert to encourage pirates to visit Scurvy Sands

**Grammar focus:**

- recap missing grammar knowledge to fill gaps/ consolidate.

**Pirate poetry – performance (1 week) –**

**Hook- Dress up as a pirate day to perform.**

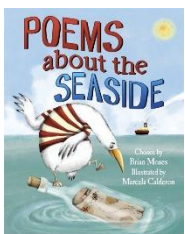
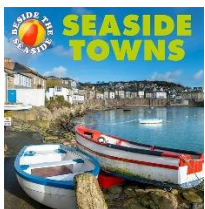
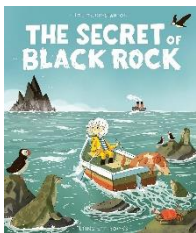
**Writing Focus/ Outcomes:**

- to perform their favourite poem about a pirate
- to write about a real event – to write about the pirate day (dressing up, performing poem and treasure hunt).

**Grammar focus:**

- identify expanded noun phrases
- identify rhyming couplets

**Summer 2**  
**Land Ahoy!**



**Texts**

**Swash Buckle Lil and the Secret Pirate**  
**By Elli Woollard (2 weeks)**

**Comprehension focus**

- Inference
- Retrieval
- Prediction
- Vocabulary

**The Secret of Black Rock by Joe Todd Stanton (2 weeks)**

**Comprehension focus**

- Retrieval
- Vocabulary
- Comparing brave characters from the stories studied throughout the year

**Seaside Towns by Claire Hibbert (1 week)**

**Comprehension focus**

- Retrieval
- Vocabulary
- Features of non-fiction

**Poems about the Seaside chosen by Brian Moses (Seaside Sounds) (1 week)**

**Comprehension focus**

- Retrieval
- Vocabulary

**Narrative – (2 weeks)**

**Writing Focus/ Outcomes:**

- To compare characters
- To summarise the story and rewrite the ending.

**Grammar focus:**

- Sentence types – questions, statements, commands and exclamations
- Expanded noun phrases
- Use of all grammar skills taught

**Narrative (2 weeks)**

**Writing Focus/ Outcomes:**

- To write a warning poster telling visitors not to go to the town (only read 1<sup>st</sup> half of the book)
- To write a setting description of Black Rock

**Grammar focus:**

- To use a range of co-ordinating and subordinating conjunctions
- To use present and past tense correctly
- Possessive apostrophes

**Non-fiction (1 week) – fact file/post card**

**Writing Focus/ Outcomes:**

- To write a fact file about the seaside or to write a post card to a friend following a visit to the seaside

**Grammar focus:**

- To identify and use common and proper nouns.
- Commas in a list
- Use of all grammar skills taught

**Poetry – Senses Poem – Seaside Sounds**

**Writing Focus/ Outcomes:**

- To write a senses poem about the seaside

**Grammar focus:**

- To identify and use alliteration in own poem
- To use similes in a poem