

Year 2 English Long Term Overview		
Term	Reading	Writing
Autumn 1 Castles, Kings and Queens	<p>Texts DK Find Out About Castles (2 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> Vocabulary 	<p>Features of a Non-fiction Text: Fact Files (2 weeks) – DK Find Out About Castles Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> To use labels to show the different parts of a castle To write a fact file using headings, captions and labels. <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> Capital letters and full stops Co-ordinating conjunctions ‘and’ Adjectives
	<p>Castles by Colin Thompson (2 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> Retrieval (who, what, where, when) 	<p>Descriptive Writing (2 weeks) – Castles by Colin Thompson Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> To write an effective description of a castle. <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> Capital letters and full stops Conjunctions ‘and’ Adjectives
	<p>The Paper Bag Princess by Robert Munsch and Michael Martchenko /Rapunzel (2/3 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> Retrieval Vocabulary Prediction Sequencing (understanding plot) 	<p>Narrative (2/3 weeks) Paper Bag Princess by Robert Munsch and Michael Martchenko Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> To compare different characters using adjectives and include conjunctions ‘and’ and ‘but’. (label characters with adjectives before writing sentences using ‘and’ and ‘but’) To write a character description using adjectives and expanded noun phrases. (focus more closely on one character thinking about behaviour, looks and personality e.g the dragon) <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> Capital letters and full stops Conjunctions ‘and’ and ‘but’ Adjectives Apostrophes for contractions

<p>Autumn 2 Castles, Kings and Queens Hook: Skipton Castle visit</p>	<p>Texts Skipton Castle leaflet (2 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> • Retrieval (who, what, where, when) • Vocabulary <p>Castle Poems (1 weeks) Comprehension focus:</p> <ul style="list-style-type: none"> • Vocabulary • Inference <p>Books by Anthony Browne (3 weeks) Voices in the park. Silly Billy. Hide and Seek. Comprehension focus</p> <ul style="list-style-type: none"> • Inference – from pictures and text • Retrieval- facts about Anthony Browne • Vocabulary 	<p>Recounts (2 weeks) Based around the visit to Skipton Castle Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> • To write questions prior to the visit about what they want to find out about Skipton Castle. • 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. <p>Grammar focus:</p> <ul style="list-style-type: none"> • Past and present tense • To use exclamation marks • Adverbs of time • Subordinating conjunctions – because • Proper nouns – place, days etc • Commas for lists <p>Castles Poetry (1 weeks) Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> • 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 <p>Grammar focus:</p> <ul style="list-style-type: none"> • Grapheme/ phoneme correspondence e.g seek and speak and introduce homophones <p>Author Study – Anthony Browne (3 weeks) Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> • 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 <p>Grammar focus:</p> <ul style="list-style-type: none"> • Past and present tense verbs – ed endings • Conjunctions ‘and’ ‘but’ and ‘because’ • Sentence types • Apostrophes for contraction
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<p>Spring 1 Bright Lights Big City – The Great Fire of London Hook: Great Fire of London Visitor</p>	<p><u>Texts</u> London’s Burning poetry (1 week) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Vocabulary • Fluency – use of voice <p><u>Texts</u> Senses poetry (1 week) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Vocabulary • Fluency – use of voice <p><u>Texts</u> Who was? Samuel Pepys By Paul Harrison (2 weeks) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Sequencing • Vocabulary <p>Toby and The Great Fire Of London Margaret Nash/ Jane Cope (3 weeks) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Inference • Summary • Vocabulary 	<p><u>Performance poetry (1 week)</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To perform a poem fluently with expression and intonation. <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • To read using punctuation to support expression. • To introduce adverbs <p><u>Senses/ descriptive poetry (1 week)</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To write a descriptive poem based on the 5 senses (focusing on the Great Fire of London) <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Adjective/ expanded noun phrases • Adverbs <p><u>Non- Fiction -Biography/ Fact File on Samuel Pepys (2 weeks)</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To write a biography based on Samuel Pepys <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Apostrophes for contractions • Apostrophes for possession • Tenses • Subordinating conjunction ‘when’ <p><u>Narrative (3 weeks)</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To re-write the story of Toby and The great Fire of London • To a diary entry from the point of view of Samuel Pepys <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • A range of different conjunctions • Tenses • To use the progressive form of verbs e.g was shouting
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<p>Spring 2 Bright Lights Big City – UK Capital Cities and Leeds</p> <p>Hook: Bus tour around Leeds</p> <p>Fire engine visit</p>	<p>A Walk In London by Salvatore Rubbino (3 weeks) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Prediction <p>Working Wheels – Fire Engine by Annabel Savery (2 weeks) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Retrieval • Explain key aspects of non-fiction • Vocabulary <p>Instructions (teacher made) (1 week) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Retrieval • Explain key aspects of non-fiction 	<p>Non-fiction - Guide Book <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To write a setting description (landmarks) • To prepare questions relating to a bus tour around Leeds • To write a recount of a real event (a bus tour rounds Leeds) recording 2 key elements clearly and simply. <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Adverbs • Expanded noun phrases • A range of different conjunctions • Tenses <p>Non-fiction - glossaries and letters (2 weeks) <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To label parts of a fire engine and create a glossary • To write a letter to the local fire station following the visit. <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • commas in a list. • and, but, because <p>Non- Fiction – Instructions (1 week) <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To write a set of instructions- (How to build a fire engine) <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Adverbials of time • Imperative verbs • Sentence types (stand alone lesson)
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<p>Summer 1 Land Ahoy! Hook: Dress as a pirate day (for poetry performance) Treasure hunt</p>	<p><u>Texts</u> The Pirates Next Door. By Johny Duddle (2 weeks) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Summary • inference • retrieval • prediction <p><u>Texts</u> The Pirates of Scurvy Sands By Johny Duddle (1 week) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Retrieval • Inference • Comparing the similarities between how the neighbours treated the pirates (in the first book) and how Lil was treated by the other pirates (in the second book) <p><u>Dk- Pirates/ Meet the pirates (2 week)</u> <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Explain key aspects of non-fiction • Retrieval • Vocabulary 	<p><u>Narrative</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • Write a letter from the neighbours to the council, complaining about the pirates <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • recap missing grammar knowledge to fill gaps/ consolidate <p><u>Narrative</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • Write persuasive advert to encourage pirates to visit Scurvy Sands <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • recap missing grammar knowledge to fill gaps/ consolidate <p><u>Non-fiction – Wanted poster/ description (2 weeks)</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To write a description of a pirate • To create a detailed wanted poster about a famous pirate <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • commas in a list • apostrophes for possession • to use subordinating conjunctions ‘when’ and ‘if’
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	<p>Revision and consolidation (1 week) Shiver Me Timbers by Douglas Florian/ Pirate Poems by David Harmer <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Comprehension revision 	<p>Pirate poetry – performance (1 week) – Dress up as a pirate day to perform. <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • 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). <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • identify expanded noun phrases • identify rhyming couplets • Recap missing grammar knowledge to fill gaps/consolidate
<p>Summer 2 Land Ahoy! Hook: Seaside visit</p>	<p><u>Texts</u> Swash Buckle Lil and the Secret Pirate By Elli Woollard (2 weeks) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Inference • Retrieval • Prediction • Vocabulary <p>The Secret of Black Rock by Joe Todd Stanton (2 weeks) <u>Comprehension focus</u></p> <ul style="list-style-type: none"> • Retrieval • Vocabulary • Comparing brave characters from the stories studied throughout the year 	<p><u>Narrative – (2 weeks)</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To write a character description • To summarise the story and rewrite the ending. <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Sentence types – questions, statements, commands and exclamations • Use of all grammar skills taught <p><u>Narrative (2 weeks)</u> <u>Writing Focus/ Outcomes:</u></p> <ul style="list-style-type: none"> • To write a warning poster telling visitors not to go to the town (only read 1st half of the book) • To write own narrative for a sequel to the Secret of Black Rock <p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • To use a range of co-ordinating and subordinating conjunctions • To use present and past tense correctly

**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

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.
- 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