



Curriculum Overview for English

What we teach, when we teach it

Year 2	Autumn					Spring				Summer			
	Autumn 1	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Genres	Narrative Stories with a familiar setting	Hand-Writing Cursive	Non-Fiction Instructions	Poetry Patterns on a page	Narrative Different Stories by the same author	Non-Fiction Explanations	Poetry Classic poetry for learning by heart and performance	Narrative Traditional Tales	Non-Fiction Information Texts	Poetry Poet appreciation	Narrative Extended stories /significant authors	Non-Fiction Non -chronological reports	Additional Text-based unit Linked to novel
Recommend books/ inc Reading for Pleasure books	Not Now Bernard, Lion in the Meadow, There's No Such Thing as a Dinosaur Fing	Amazing Grace The Owl who was Afraid of the Dark	Little Miss Bossy	Pumpkin Soup The Works - KS1 The First Book of Poetry	Anthony Browne books Willy the Wizard, Willy the Champ Into the Forest The Man on the Moon Fantastic Mr Fox The Giraffe, Pelly and Me	The Flower Bug Hotel by Libby Waldon National Trust: Beetles, Butterflies and other Minibeasts by Nikki Dyson RSPB My First Book of Garden Bugs	The Works - KS1	Prince Cinders Who's Afraid of a Big Bad Book?	Meerkat Mail Dr Xargle's Book of Earthlets	Emily Brown and the Thing The Crazy Mayonnaise Mum The Works - KS1	Willa and Old Miss Annie	Flat Stanley Tuesday	Frog and Toad Together The Hodgeheg
Talk for Writing Texts	Traction Man			Heard it in the Playground	Gorilla-	<i>Insects Matter - Talk for Writing Unit</i>	<i>The Quangle Wangle's Hat -Talk for writing Unit</i>	<i>The Elves and the Shoemaker - Talk for writing unit</i> Little Red Riding Hood		<i>The Magic Teaching Box - Talk for Writing Unit</i>			
Reading	Choose favourite words and phrases from a text. Draw inferences about characters from the text.	To read cursive text in a cursive font.	Identify how specific information is organised within a non-fiction text.	Learn and recite a poem.	Make predictions based on what has been read so far and give reasons. Develop an understanding of character through drama and role-play.	Identify and discuss favourite words and phrases from a text. Locate information from an explanation text using the contents page, index and labelled diagrams and	Take note of punctuation when reading aloud. Recognise the use of repetitive language within a poem. Learn and recite a poem.	Draw inferences about characters and events from a text Use story maps to orally retell a range of stories	Explain and discuss their understanding of a text.	Identify and discuss favourite words from a poem. Make thoughtful contributions to class discussion. Learn and recite a range of poems using appropriate intonation.	Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure.	Read longer and less familiar texts independently. Locate specific information in order to answer questions from a selection of non-fiction texts.	Develop and demonstrate their understanding of a text, give opinions. Discuss the main events in a story and use sequenced language.

						charts.							
	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF	TAF
Phonics	Letters and Sounds planning					Letters and Sounds Planning					Letters and Sounds planning		
Spellings	<ul style="list-style-type: none"> The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Common Exception Words The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y Common Exception Words 					<ul style="list-style-type: none"> Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in -y with a consonant before it Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll Common Exception Words The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w The sound /zh/ spelt 's' Common Exception Words 					<p>The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion Contractions</p> <ul style="list-style-type: none"> The possessive apostrophe Common Exception Words Homophones and near homophones Conjunctions Months of the year/ time Months of the year/ time Question Words SPaG terms 		
GPS focus	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination). Use sentences with different forms: questions and exclamations. <hr/> <ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. <hr/> <ul style="list-style-type: none"> Use subordination for time using <i>when</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Use subordination for reason using <i>because</i> e.g. <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i> Use the subordinating conjunction <i>that</i> in oral sentences using starter prompts, e.g. <i>I hope that ...; My teacher told me that...; He said that...</i> Identify, understand and select verbs to complete sentences. <hr/> <ul style="list-style-type: none"> Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. <i>She is watching</i> television. <i>I am reading</i> my favourite book. Use past tense accurately and consistently for narratives, recounts and historical reports. Identify, understand and select nouns to complete sentences. <hr/> <ul style="list-style-type: none"> Generate, select and effectively use adjectives. <hr/> <ul style="list-style-type: none"> Identify, understand and select adverbs to complete sentences. 					<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (co-ordination). Use sentences with different forms: statements and commands. <hr/> <ul style="list-style-type: none"> With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list. <hr/> <ul style="list-style-type: none"> Use subordination for time using <i>before</i> and <i>after</i> e.g. <i>We ate our picnic before the rain came. Before the rain came, we ate our picnic.</i> Use subordination for reason using <i>if</i> e.g. <i>If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i> Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, e.g. <i>Dougal said that he would love to stay.</i> Generate, select, and effectively use verbs. <hr/> <ul style="list-style-type: none"> Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. <i>He was singing</i> at the top of his voice. <i>They were flying</i> through space. Use present tense accurately and consistently for non-chronological reports and persuasive adverts. <hr/> <ul style="list-style-type: none"> Generate, select and effectively use nouns. <hr/> <ul style="list-style-type: none"> Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. <i>the ferocious green dragon.</i> Generate, select and effectively use adverbs. 					<ul style="list-style-type: none"> Within their own writing, edit and improve simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. <hr/> <ul style="list-style-type: none"> Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>. Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. <hr/> <ul style="list-style-type: none"> Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> e.g. <i>Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</i> Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i> Use the subordinating conjunction <i>that</i> in sentences and use these in non-fiction writing such as a recount or letter, e.g. <i>I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i> Independently, edit and improve own writing by strengthening the use of verbs. Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. Independently, edit and improve own writing by strengthening the use of nouns. Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Independently, edit and improve own writing by strengthening the use of adverbs. 		

Planning	Discuss and begin to plan what to write about using a story map, and ideas.	Secure the use of capital letters and letter formation.	Discuss the organisation /layout and plan what to write Develop vocabulary.	Discuss methods to support learning poems - eg, gestures.	Use a story map to plan a story and develop vocabulary and ideas.	Use a mind-map to show what you know about the subject.	Use methods to support learning poems.	Innovating on a known story.	Use flow charts/ diagrams	Share ideas about how best to block/learn and perform a poem.	Use own story maps to orally retell a wider range of stories	Choose a suitable planning format.	Select a planning format to help organise ideas.
Drafting and writing	Orally rehearse each sentence prior to writing.	Practise 4 letter joins.	Orally rehearse each sentence prior to writing including simple compound sentences.	Discuss the language needed.	Identify purpose and audience for writing.	Orally rehearse extended sentences.		Orally rehearse every sentence before writing including those which have been extended.	Discuss the structure needed. Plan and write clear sections.		Drawing on sentence structures from known texts, orally rehearse every sentence before writing.	Discuss language and structural organisation.	Developing Sentences drawn from known texts.
Editing and Evaluation	Edit and improve writing with specific guidance from the teacher. Proofread and check for errors in spellings, grammar and punctuation.	Edit and improve letter formation and joins. .	Evaluate their writing with adults. I think my writing is good because... Say what might make it better		Evaluate their writing with a peer. I think my writing is good because... Say what might make it better	Proofread to check for errors in spellings of common words.		Edit and improve my own writing with some signposting from the teacher.	Proofread to check for errors in spellings and punctuation.		Proofread to check for errors in spelling, grammar and punctuation	Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults	Proofread to check for errors in spelling, grammar and punctuation including the correct form of verbs.
Performing	Read aloud their writing to an adult		Read aloud their writing to an adult, taking note of punctuation.	Read aloud their poem to a friend.	Use intonation when writing aloud.	Read with intonation to a peer.		Read writing aloud with expression, looking carefully at the punctuation.	Ask an adult to read their work out loud making sure the meaning is clear.		Read aloud their writing to an adult with intonation taking note of punctuation to make the meaning clear.	Ask a friend to read their work making sure it's meaning is clear.	Read aloud their writing with a peer using intonation, taking note of punctuation to make the meaning clear.