



Year 2 English Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Purpose and genre	Poetry – 1 week <i>Vocabulary building</i> <i>list poem</i> Entertain – 3 weeks <i>Traditional tale</i> Inform – 2 weeks <i>Explanation</i>	Poetry – 1 week <i>Vocabulary building</i> <i>simile poem</i> Entertain – 3 weeks <i>Stories with recurring language</i> Inform – 2 weeks <i>Non-chronological</i>	Inform – 3 weeks <i>Instructions</i> Inform – 3 weeks <i>Non-chronological</i>	Poetry – 1 week <i>Vocabulary building</i> <i>alliteration poems</i> Entertain – 2 weeks <i>Stories from familiar settings</i> Entertain – 2 weeks <i>Narrative</i> <i>alternative endings</i>	Entertain – 4 weeks <i>Creation stories</i> Inform – 2 weeks <i>Recount</i>	Inform – 2 weeks <i>Letter</i> Inform – 3 weeks <i>Biography</i> Inform – 1 weeks <i>Letter (new teacher)</i>
National Curriculum	Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear 					
National Curriculum	Text Level and composition	Simple present tense Simple past tense Exclamatory sentence Title, subheadings, diagrams/illustration with labels (Y1) Technical vocabulary (Y1) Simple adverbial of time (e.g. first, next, finally) (Y1) Adverbials of time using story language (Y1)	Simple past tense Adverbs Simile Rise and fall story shape (Y1) Title, subheadings, labels, captions and glossary Adverbials of time using story language (Y1)	Command sentence Simple present tense Simple past tense Adverbs Title, subheadings, labels, captions and glossary Title, subheadings, diagrams/illustration with labels (Y1) Simple adverbial of time (Y1)	Simple past tense Alliteration Rise and fall story shape (Y1) Sound and other sense (show not tell) Speech bubbles Similes	Present progressive and past progressive. Rise and fall story shape (Y1) Adverbials of time Similes Alliteration Sound and other sense (show not tell)	Simple present tense Simple past tense Present progressive and past progressive. Third person Adverbials of time Similes Alliteration Sound and other sense (show not tell)



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National Curriculum	Sentence Level	<p>Expanded noun phrases</p> <p>Coordination conjunctions (and, but, or)</p> <p>Subordinating conjunction (when, if, that, because)</p> <p>Statement</p>	<p>Expanded noun phrases</p> <p>Coordination conjunctions (and, but, or)</p> <p>Subordinating conjunction (when, if, that, because)</p> <p>Statement, question or exclamation.</p>	<p>Statement, question, exclamation or command.</p> <p>Coordination conjunctions (and, but, or)</p> <p>Subordinating conjunction (when, if, that, because)</p>	<p>Expanded noun phrases</p> <p>Coordination conjunctions (and, but, or)</p> <p>Subordinating conjunction (when, if, that, because)</p>	<p>Expanded noun phrases</p> <p>Coordination conjunctions (and, but, or)</p> <p>Subordinating conjunction (when, if, that, because)</p>	<p>Expanded noun phrases</p> <p>Coordination conjunctions (and, but, or)</p> <p>Subordinating conjunction (when, if, that, because)</p>
National Curriculum	Word Level including punctuation	<p>Commas for a list</p> <p>Use capital letters, full stops, question marks and exclamation marks (Y1)</p> <p>Apostrophes for contractions</p>	<p>Commas for a list</p> <p>Use capital letters, full stops, question marks and exclamation marks (Y1)</p>	<p>Commas for a list</p> <p>Use capital letters, full stops, question marks and exclamation marks (Y1)</p>	<p>Commas for a list</p> <p>Use capital letters, full stops, question marks and exclamation marks (Y1)</p> <p>Apostrophes for possessive</p> <p>Apostrophes for contractions</p>	<p>Commas for a list</p> <p>Use capital letters, full stops, question marks and exclamation marks (Y1)</p> <p>Apostrophes for possessive</p> <p>Apostrophes for contractions</p>	<p>Commas for a list</p> <p>Use capital letters, full stops, question marks and exclamation marks (Y1)</p> <p>Apostrophes for possessive</p> <p>Apostrophes for contractions</p>
National Curriculum	Spelling	<p>Discrete spelling lessons. See 'Essential Spellings'. Application in writing lessons:</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives</p> <p>Use of –ly in Standard English to turn adjectives into adverbs</p> <p>Spelling terminology: adverb, adjective, suffix</p>					
National Curriculum	Handwriting	<p>Form lower case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>					