# Year 2 English Overview

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| | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression of Core Texts** | The 'Egg' by M P Robertson (Narrative)<br><br>Jack and the Beanstalk (Narrative) | How to Attack a castle (Instructions)<br><br>Poetry on a theme (Performed at Harvest Service) | Wanted the Perfect Pet (Narrative)<br><br>Poetry senses (bonfire night) | Penguins (Non-Fiction)<br><br>Recount of Theatre trip | How to Hide a Lion at School (Narrative)<br><br>Chinese New Year (Non-Fiction) | The Sound Collector (Poetry)<br><br>Recount of Village walk | The Three Little Pigs (Narrative)<br><br>Instructions (Non-Fiction) how to grown a bean. | How do seeds grow (Explanation)<br><br>Poetry (Performed at Easter Service) | Traction Man (Narrative)<br><br>Mini beasts (Non-Fiction) | Recount of Stover visit<br><br>Augustus and his smile (stories by the same author) | The Lighthouse Keeper's Lunch (Narrative/ letters) | Victorian seaside information<br><br>Poems on a theme (seaside) |
| **Links to Wider Curriculum** | DT Castle making. Use as a prop for retelling of the story or creating alternative versions. | | | | Geography walk around the village 'collecting sounds' for our innovate | | | | Topic - making a mini beast hotel | | | |
| **Class Books** | The boy who Grew Dragons Andy Shepherd | | George's Marvellous Medicine. Roald Dahl | | Iron Man<br>Ted Hughes | | The Owl who was Afraid of the Dark. Jill Tomlinson | | Harry the Poisonous Centipede. Lynne Reid and Tony Ross | | The Secret of Spiggy Holes. Enid Blyton | |
| **Independent purposeful writing outcomes** | Write an alternative story to share with Willow Class. | | Write non chronological reports about penguins to make a class book for our book corner. | | Poems will be performed and recorded. | | Write an alternative story to share with Willow Class. | | Mini beast riddles shared with reading buddies – can they guess your mini beast? | | Light house keeper stories shared with parents in open morning | |

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| **Grammar and punctuation** | Write simple, coherent narratives about personal experiences and those of others (real or fictional)<br><br>Write about real events, recording these simply and clearly | Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses | Write about real events, recording these simply and clearly | Write simple, coherent narratives about personal experiences and those of others (real or fictional)<br><br>Use apostrophes for possession | Write about real events, recording these simply and clearly<br><br>Use of the progressive form of verbs in the present and past tense | Use present and past tense mostly correctly and consistently<br><br>Write simple, coherent narratives about personal experiences and those of others (real or fictional) | | | | | | |
| **Key terminology** | noun, noun phrase<br>statement, question, exclamation, command<br>compound, suffix<br>adjective, adverb, verb<br>tense (past, present)<br>apostrophe, comma | | | | | | | | | | | |
| **On-going Grammar and punctuation** | • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required<br>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others<br>• Spell many common exception words<br>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters<br>• Use spacing between words that reflects the size of the letters. | | | | | | | | | | | |
| **Spelling** | Spelling Shed following National Curriculum and Statutory Spelling Lists | | | | | | | | | | | |
| **Handwriting** (Teach Handwriting Ltd) | Bottom Exit joins<br><br>Top Exit letters to 'e' | Top exit letter joins to group T1 letters<br><br>Top exit letter joins to group T2 letters | Capital Letter families | Numbers and Symbols | Top exit letters<br><br>Refine Skills | Whole words mixed letter families<br><br>Top exit joins | Mixed letter joins | Mixed letter joins | Whole word joins<br><br>Mixed letter joins | Whole word joins<br><br>Mixed letter joins | Whole word joins<br><br>Mixed letter joins | Whole word joins<br><br>Mixed letter joins |