

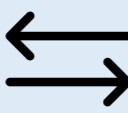




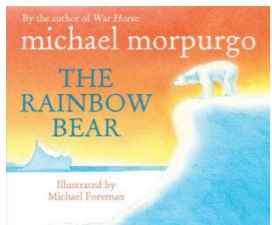
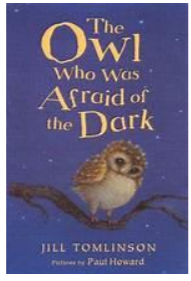

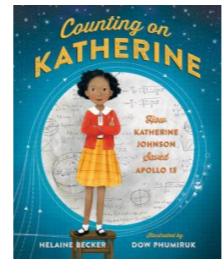
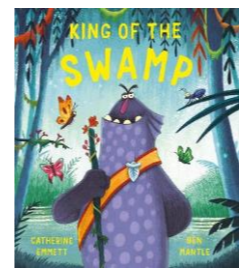
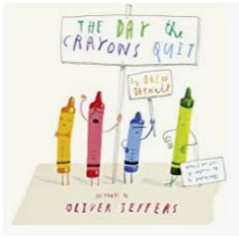
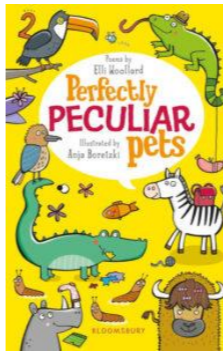
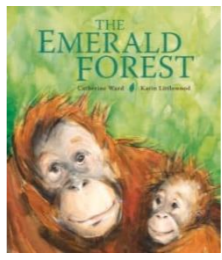
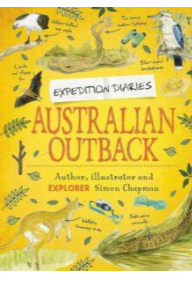
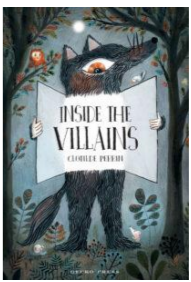
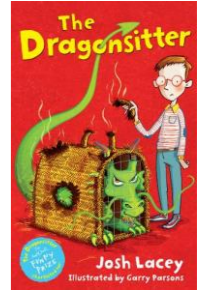

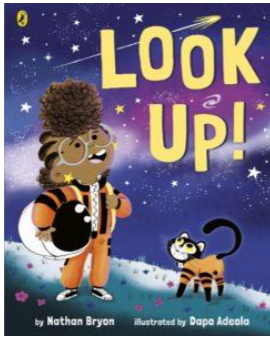
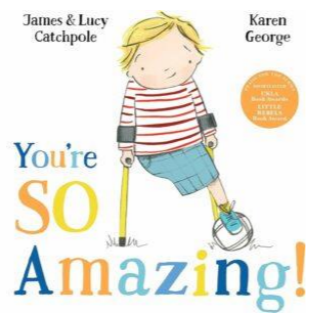
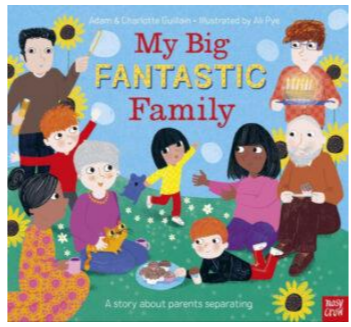
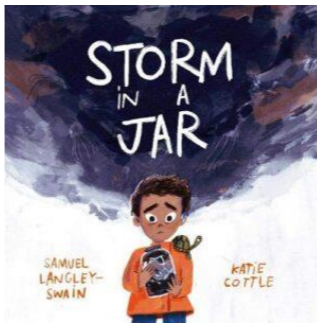

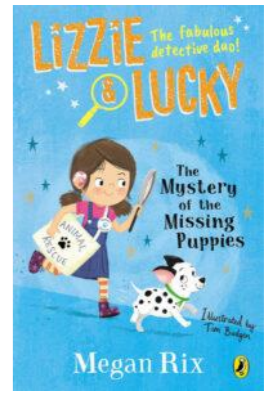




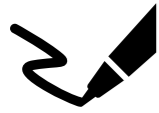


Year 2 English Overview

Year 2 Whole School Theme	Autumn 1 Significance (REACH Values)	Autumn 2 Change and Continuity (History)	Spring 1 Sustainable Development (Eco)	Spring 2 Expressive Arts (Poetry)	Summer 1 Location and Place (Geography)	Summer 2 Awe and Wonder
						
<p>English lesson Text/visual stimulus</p>	 <p>The Rainbow Bear by Michael Morpurgo</p>  <p>The Owl who was afraid of the Dark by Jill Tomlinson</p>	 <p>Little Red Reading Hood by Lucy Rowland</p>  <p>Counting on Katherine by Helaine Becker (non-fiction)</p>	<p>King of the Swamp by Catherine Emmett</p>  <p>The Day the Crayons Quit by Drew Daywalt</p> 	<p>Take One Book Week</p>  <p>Perfectly Peculiar Pets by Elli Woollard</p>	 <p>The Emerald Forest by Catherine Ward</p>  <p>Expedition Diaries: Australian Outback by Helaine Becker (non-fiction)</p>	 <p>Inside the Villains by Clotilde Perrin</p>  <p>The Dragonsitter by Josh Lacey</p>
<p>Story Time Spine</p> <p>Protective Characteristics</p> 	 <p>Diversity / Race</p>	 <p>Disability</p>	 <p>Marriage and civil partnership</p>	 <p>Age</p>	 <p>Marriage and civil partnership</p>	 <p>Disability</p>
<p>Writing Outcomes</p>  <p>KS1: Writing to entertain or inform</p>	<p>Writing to entertain – retell the story using a different central character' (based on The Rainbow Bear)</p> <p>Writing to entertain - write a narrative inspired by 'The Owl who was Afraid of the Dark'</p>	<p>Writing to entertain – write a narrative inspired by 'Little Red Reading Hood'</p> <p>Writing to inform – write recount of Katherine's life</p>	<p>Writing to entertain – write a setting description inspired by 'The King of the Swamp'</p> <p>Writing to inform – write a letter inspired by 'The Day the Crayons Quit' (e.g. from a different colour – brown)</p>	<p>Writing to entertain – write and perform a poem(s) inspired by Perfectly Peculiar Pets</p>	<p>Writing to inform – write a non-chronological report about orangutans</p> <p>Writing to inform – write a diary entry inspired by 'Expedition Diaries: Australian Outback'</p>	<p>Writing to entertain – write a character description of their own villain inspired by 'Inside the Villains'</p> <p>Writing to inform – write a set of instructions about how to look after a dragon</p>

Reading focus 	✓	1a draw on knowledge of vocabulary to understand texts	1a draw on knowledge of vocabulary to understand texts	1a draw on knowledge of vocabulary to understand texts	1a draw on knowledge of vocabulary to understand texts	1a draw on knowledge of vocabulary to understand texts	1a draw on knowledge of vocabulary to understand texts
		1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
		1c identify and explain the sequence of events in texts	1c identify and explain the sequence of events in texts	1c identify and explain the sequence of events in texts	1c identify and explain the sequence of events in texts	1c identify and explain the sequence of events in texts	1c identify and explain the sequence of events in texts
		1d make inferences from the text	1d make inferences from the text	1d make inferences from the text	1d make inferences from the text	1d make inferences from the text	1d make inferences from the text
		1e predict what might happen on the basis of what has been read so far	1e predict what might happen on the basis of what has been read so far	1e predict what might happen on the basis of what has been read so far	1e predict what might happen on the basis of what has been read so far	1e predict what might happen on the basis of what has been read so far	1e predict what might happen on the basis of what has been read so far
Opportunities for oracy 	TBC	TBC	TBC	TBC	TBC	TBC	
Grammar and Punctuation 	Text Structure	Sentence construction		Word Structure/Language	Punctuation	Terminology	
	N/A	Subordinating conjunctions (when, if, because). Co-ordinating conjunctions (but, and, or). Expanded noun phrases for description and specification (the blue butterfly). Statements, questions, exclamations and commands (with associated punctuation). Present simple (I run), present progressive (I am running), past simple (I ran), past progressive (I was running).		Formation of nouns using suffixes eg –ness and by compounding words (eg whiteboard). Formation of adjectives using suffixes (eg –ful, -less). Use of suffixes –er -,est in adjectives and use of –ly to turn adjectives into adverbs.	Aa.?! Commas in lists. Apostrophes for missing letters in spelling and singular possession.	noun, noun phrase, statement, question, command, exclamation, compound, suffix, adverb, verb tense, (past/present), apostrophe, comma.	
Spelling 	Spelling Shed Stage 2 – lists 1 to 6	Spelling Shed Stage 2 – lists 7 to 12	Spelling Shed Stage 2 – lists 13 to 19	Spelling Shed Stage 2 – lists 20 to 26	Spelling Shed Stage 2 – 27 to 32	Spelling Shed Stage 2 – lists 33 to 36	