



Y2 English Overview 2023 – 2024

Year 2	Autumn Term		Spring Term		Summer Term	
Enrichment e.g. visit, visitor, author, poet etc.	Visit to the Zoo	Pantomime		Visit to Farmer Parrs		Visit to Blackpool
English texts	The Way Home for Wolf by Rachel Bright and Jim Field	Variety of traditional tales with a twist	Books by Simon Bartram and/or Jonny Duddle	Books by: Michael Morpurgo Dick King-Smith Enid Blyton	Aladdin	The Wind in the Willows by Kenneth Grahame (retold by Joan Collins) The Day the Crayons Quit by Meerkat Mail by Emily Gravett
Genres	Character poster Information text based on a model Narrative based on a model	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Novel as a theme (a range of fiction and non-fiction outcomes)	Animal adventure stories Recount: letters Classic poems
Key Learning Reading	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently,	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. Apply phonic	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read words	The unit of work revisits a range of reading and writing key skills using a quality text and supporting film material. It assumes that	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately

	<p>including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Identify, discuss and collect favourite words and phrases. Activate prior knowledge e.g. what do you know about mini beasts? Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and</p>	<p>knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. shoulder, roundabout, grouping. Activate prior knowledge and raise questions e.g. What do we already know about Cinderella?/the Prince?/Goldilocks? Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. Long, long ago in a land far away ...). Orally retell a wider range of stories, fairy tales and traditional tales. Make contributions in whole class and group discussion. Explain and discuss their</p>	<p>common exception words, noting tricky parts. Use tone and intonation when reading aloud. Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Identify, discuss and collect favourite words and phrases. Make predictions based on what has been read so far. Sequence and discuss the main events in stories. Develop and demonstrate their understanding of characters and</p>	<p>containing common suffixes e.g. -ness, -ment, -ful, -less, -ly. Read frequently encountered words quickly and accurately without overt sounding and blending. Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Identify, discuss and collect favourite words and phrases. Demonstrate understanding of texts by asking who, what, where, when, why, how questions.</p>	<p>children will have already been taught the key skills throughout the Key Stage and this unit merely provides the opportunity to review and apply skills within a motivating and engaging context. A reading and writing overview has been provided with key skills listed. It may be that the teacher selects certain skills to prioritise within the unit, depending on the needs of the children. However, many of the sessions are linked and follow-on directly from each other so this should be taken into account when planning.</p>	<p>words of two or more syllables that contain alternative sounds for graphemes, e.g. shoulder, roundabout, grouping. Read longer and less familiar texts independently. Check that texts make sense while reading and self-correct. Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of</p>
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	<p>events using evidence from the text e.g. what is the character thinking, saying and feeling? Make predictions on what has been read so far.</p> <p>Make contributions to whole class and group discussions. Listen and respond to contributions from others.</p>	<p>understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because ...</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Make inferences about characters and events using evidence from the text, e.g. what is the character thinking, saying and feeling?</p> <p>Make personal reading choices and give reasons for choices.</p>	<p>events through role play and drama, drawing on language from the text. Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?</p> <p>Make contributions in whole class and group discussion.</p>	<p>Make predictions based on what has been read so far.</p> <p>Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Consider other points of view.</p>		<p>unfamiliar words e.g. terror, terrorised.</p> <p>Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because ...</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>
Key Learning Writing	<p>Orally rehearse each sentence prior to writing. Secure the use of full stops, capital letters, exclamation</p>	<p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or Secure the use of</p>	<p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</p>	<p>Use sentences with different forms: statement, question, command, exclamation.</p>		<p>Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on</p>

	<p>marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Use past tense for narrative Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>full stops, capital letters, exclamation marks and question marks. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Select, generate and effectively use verbs. Use past tense for narrative. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes e.g. to entertain. Write about fictional events. Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop</p>	<p>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Use past tense for narratives, recounts and historical reports. Plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Write about fictional events. Develop stamina for writing in order to write at length. Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Use past tense for narratives, recounts and historical reports. Select, generate and effectively use adjectives. Add suffixes –ful or –less to create adjectives e.g. playful, careful, careless, hopeless. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Write about fictional events. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar</p>		<p>sports day. Select, generate and effectively use adverbs. Use the suffix –ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Use past tense for narratives, recounts and historical reports. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes e.g. entertain. Write about fictional events. Evaluate</p>
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			Read aloud their writing with intonation to make their meaning clear.	and punctuation. Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop		their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Use subordination for time, e.g. when, while, as, before, after.
Unit 1 Independent Outcome	Purpose – to create an information text based on a model (independent) Audience – to put into reading area for children to enjoy	Purpose – to write traditional tales with a twist (independent) Audience – make a book for the library for other children to enjoy.	Purpose – to innovate an explorer story based around the character(s) and settings from an existing series (independent) Audience – for children who enjoy the series	Purpose - Innovated narrative/part of narrative, with a farm setting (independent) Audience – children who enjoy farm stories	Purpose and audience – a collection of fiction and non-fiction outcomes written for a range of purposes and audiences (as outlined in the last push pack for Y2)	Purpose – write an animal adventure story/chapter based on ‘The Wind in the Willows’ (independent) Audience – Share with Y3 pupils
Unit 2 Independent Outcome	Purpose – to write a narrative based on a model (independent) Audience – to share with whole class	Purpose – to write instructions for a new playground game (independent) Audience – to share new games with Y1	Purpose – create a class information book on the theme of explorers and exploring (independent) Audience – create a class information book for the school library	Purpose – write a persuasive poster or leaflet to encourage other children to visit a real or imagined (role play area) farm or farm shop (independent) Audience – children/adults who are interested in visiting a farm		Purpose – To write a recount, written in role as a character from a story, in the form of a letter (independent) Audience - a class collection of letters based on the class novel

<p>Literacy Tree linked texts if required</p>	<p>Wolves by Emily Gravett</p>	<p>Cinderella An Art Deco Fairy Tale by Lynn Roberts and David Roberts Goldilocks & the Three Bears by Lauren Child You & Me by Anthony Browne Goldilocks & Just the One Bear Rabbit and Bear by Julian Gough & Jim Field A Book of Bears by Katie Viggers</p>	<p>The Dragon Machine by Helen Ward Ocean Meets Sky by Eric Fan and Terry Fan Toys in Space by Mini Grey Cakes in Space by Philip Reeve</p>	<p>The Journey Home by Frann Preston-Gannon There's a Rang-Tan in my Bedroom by James Sellick</p>	<p>The Great Fire of London Emma Adams Tadpole's Promise by Jeanne Willis The Magic and Mystery of Trees by Jen Green Fanatical about Frogs by Owen Davey</p>	<p>Rosie Revere, Engineer by Andrea Beatty Too Small Tola by Atinuke Ada Twist and the Perilous Pantaloons by Andrea Beaty</p>
<p>Guided Reading: Badger Learning</p>	<p>The children will be taught in small groups according to their reading stage. Books will include:</p> <p>The Seeds of Friendship by Michael foreman (orange) Willy and Hugh by Judy Blume (orange) Mister Magnolia by Quentin Blake (orange) A Scarf and a Half by Amanda Brandon (orange/turquoise) Frog and Beaver by Simon James (orange) A Pig in the Pond by Martin Waddell (turquoise) A Squash and a Squeeze by Julia Donaldson (turquoise) A Cat likes to Hide in Boxes by Eve Sutton (turquoise) Mog and Baby by Judith Kerr (turquoise) The Selfish Crocodile by Faustin Charles (turquoise) Sausages by Jessica Souhami (purple) Peace at Last by Jill Murphy (purple) What's the Time Mr Wolf? By Debi Gliori (purple) Something Else by Kathryn Cave (purple) Patrick by Quentin Blake (purple) The Troll by Julia Donaldson (gold) On the Way Home by Jill Murphy (gold) Into the Forest by Anthony Browne (gold)</p>					

	<p>Princess Smartypants by Babette Cole (gold) The Shopping Basket by John Burningham (gold) The Princess and the Pea by Mini Grey (white) Winnie’s New Computer by Valerie Thomas (white) Billy Button, Telegram Boy by Sally Nicholls (white) Where the Poppies Grow by Hilary Robinson (white) Yokki and the Parno Gry by Richard O’Neill and Katherine Quarmby (white) Cool as a cucumber by Michael Morpurgo (lime) The Finger-Eater by Dick King-Smith (lime) The Enormous Crocodile by Roald Dahl (lime) Julian’s Glorious summer by Anne Cameron (lime) Philomena: The Cat Who Thinks She’s a Dog by Jessie Wall (lime)</p>	
<p>Possible Class reads over the year</p>	<p>The Magic Faraway Tree – Enid Blyton Wind in the Willows – Kenneth Grahame Gorilla – Anthony Browne Beaver Towers – Nigel Hinton I was a Rat - Phillip Pullman Gobbolino the Witches Cat – Ursula Williams The Tear Thief – Carol Anne Duffy Anna Hibiscus - Atinuke You’re amazing, Anna Hibiscus! - Atinuke</p>	<p>Love From Anna Hibiscus - Atinuke Lights for Gita - Rachna Gilmore Masai and I - Virginia Kroll Hue Boy - Rita Mitchell Jamela’s Dress - Niki Daly The Day the Rains Fell - Anna Faundez Jamil’s Clever Cat - Fiona French Under a Silver Moon - Ann Fine</p>