



English Overview – Spring – Year 2

Composition

NC Areas	Spring 1		Spring 2	
Class Reader	Featherlight Picture Book: Gorilla		The Hodgeheg Picture Book: Meerkat Mail	
Genre and writing focus	Model Text: Kaseem and the Greedy Dragon Warning tale Focus: Description	Poetry The Day the Zoo Escaped	Model Text: Dragons! Non-chronological report Curriculum linked invention - Australian animals	Model Text: How to Wash a Dirty Dragon Instructions Curriculum linked invention - How to grow a plant
Toolkits	Description Toolkit Y1/2 Use precise nouns to 'name it' Choose adjectives to describe Use simple noun phrases with 2 adjectives e.g. the big, round pot Sentence of power of 3 to describe e.g. Santa was red, fat and cheery. Choose powerful verbs and adverbs Experiment with alliteration Use 'as' and 'like' similes Observe closely and describe details as well as overall impression Use all senses when describing	Poetry Toolkit Alliteration Fresh new combinations Carefully chosen adjectives, verbs and adverbs Precise nouns	Structure To be adapted for year group Structure To be adapted for year group Introduction Chunks of information (paragraphs) Main heading and sub-headings Paragraphs beginning with a topic sentence Final paragraph sums up the information, relates the subject to the reader and/or makes an amazing final point	Structure To be adapted for year group Main heading which Opening that explains what the instructions are for and why they might be necessary List of what is needed in order of use List of steps to be taken in chronological order Use of diagrams or other images to aid understanding Ending-that adds any extra points, warnings, reminders or encouragement to the reader
			Language To be adapted for year group Generalisers such as most, many, some, a few, the majority Sentence sign-posts to add information-furthermore, additionally, in addition, also, moreover Usually in present tense Usually in third person Usually formal tone (no contractions) Detail and description for clarity, including comparisons	Language To be adapted for year group Temporal signposts e.g. first, next, after that, finally Steps to be taken organised by numbers, letters or bullet points Formal Second person (usually) Use of short sentences to make the writing clear and easy to follow Use of imperatives verbs (bossy) e.g. turn, take, put Subject specific and technical vocabulary Commas used when writing list of things needed (ingredients and equipment) Use of colon before a list.

Planning and Text structure	<p>Story map for planning (more able may start to use box-up grid)</p> <p>Understand the 5 parts of a story as Opening, Build-up, Problem, Resolution and Ending</p> <p>Begin to experiment with different openings e.g around character, setting, time of day, weather</p> <p>Past tense</p> <p>Continuous form of verbs in the past tense (e.g. He was looking into the cave, when he heard a snorting sound.)</p>	<p>Generate ideas collectively</p> <p>Experiment with combinations</p> <p>Plan using box-up style template</p> <p>Follow structure of model poem</p>	<p>Use report skeleton to plan ideas</p> <p>Box-up grid to plan text structure</p> <p>Secure use of lay out suitable for text (link to reading)</p> <p>Introduction-orientates the reader to the subject matter (what the report is about)</p> <p>Paragraphs with subheadings</p> <p>Present tense</p>	<p>Use instruction skeleton to plan ideas</p> <p>Box-up grid to plan text</p> <p>Secure use of lay out suitable for text (link to reading)</p> <p>Title-How to</p> <p>Opening paragraph to introduce the subject matter e.g. Have you ever wanted to grow a plant?</p> <p>Final sentence of opening paragraph leads reader into instructions-Read on to find out how to...</p> <p>List of things needed and equipment</p> <p>Steps in time order</p> <p>Diagrams/pictures to support understanding</p> <p>Concluding paragraph-extra points, warnings, reminders or encouragement to reader.</p>
Sentence construction	<p>Consolidate Y1+</p> <p>Vary sentence types-statements, questions, exclamations</p> <p>'ly' sentence starters</p> <p>Vary sentence openers e.g. Early one frosty morning...)</p> <p>Use adjectives and adverbs to embellish sentences</p> <p>Secure use of compound sentences using coordinating conjunctions (and, but, so, for, yet, nor, or)</p> <p>Drop-in relative clause to add detail (who/which) e.g. Sam, who was shaking, peered into the hole.</p> <p>Complex sentences using subordinating conjunctions (because, when, while, where) e.g. When Tom stopped he could hear a rustle in the trees.</p> <p>Use of long sentences for detail and short for emphasis e.g. It was pitch black!</p> <p>Expanded noun phrases e.g. Kassim peered into the deep, dark cave.</p> <p>List of 3 for description e.g. The dragon had silver scales, huge purple wings and sharp claws.</p>	<p>expanded noun phrases</p> <p>embellished simple sentences using adjectives and adverbs</p> <p>Focused Grammar</p> <p>Suffixes -ful and -less e.g. the hopeful hyenas laughed loudly</p>	<p>Consolidate Y1+</p> <p>Vary sentence types-statements, questions, exclamations, commands</p> <p>'ly' starters e.g. Interestingly, kangaroos cannot move backwards.</p> <p>Embellished simple sentences using adjectives and adverbs e.g. Kangaroos have long, powerful tails.</p> <p>Secure use of compound sentences using coordinating conjunctions (and, but, so, for, yet, nor, or)</p> <p>Complex sentences using subordinating conjunctions (e.g. because, when, while, where) e.g. After kangaroos are born, they climb into their mother's pouch.</p> <p>Drop-in relative clause (who/which) e.g. Emus, which cannot fly, are the biggest birds in Australia.</p> <p>Use of long sentences for detail and short for emphasis e.g. It was pitch black!</p> <p>Expanded noun phrases e.g. Kassim peered into the deep, dark cave.</p> <p>Expanded noun phrases</p> <p>List of 3 for description e.g. Emus eat grasses, fruits and insects.</p>	<p>Consolidate Y1+</p> <p>Vary sentence types-statements, questions, exclamations, commands</p> <p>'ly' starters e.g. Carefully, remove the plant from the pot.</p> <p>Secure use of compound sentences using coordinating conjunctions (and, but, so, for, yet, nor, or)</p> <p>Complex sentences using subordinating conjunctions (e.g. because, when, while, where) e.g. Do not water your plant too much because it will die.</p> <p>Drop-in relative clause – The seed, which is where the energy is stored, needs dark and warmth to germinate.</p> <p>Expanded noun phrases for clarity not description</p> <p>List of 3 e.g. Plants make their food from water, sunlight and carbon dioxide.</p>
Language	<p>Prepositions: behind, above, below, in the distance, before, after etc</p> <p>Alliteration e.g. ...the damp, dark cave.</p> <p>Similes e.g. The dragon had teeth like daggers.</p> <p>2 adjectives to describe e.g. ...the huge, black dragon</p>	<p>Adjectives</p> <p>Verbs</p> <p>Nouns</p> <p>Adverbs</p> <p>Alliteration</p> <p>Prepositions</p>	<p>Connectives and sign-posts (see separate doc) for:</p> <p>Adding on-Also, In addition, Furthermore</p> <p>Generalisation-Many, most, some etc</p> <p>Comparison for similarities-Similarly/like</p> <p>Technical and subject specific language</p>	<p>Connective and sign-posts (see separate doc) for:</p> <p>Adding on-Also, In addition, Furthermore</p> <p>Generalisation-Many, most, some etc</p> <p>Time-First, next, after that, finally</p> <p>Conclusion e.g. Warning!, The most amazing thing...</p> <p>Imperative verbs</p> <p>Subject specific and technical vocabulary</p>

	Adverbs for description e.g. Kassim peered slowly into the cave. Use of the suffixes -er and -est to form comparisons e.g. The cave was the darkest he had ever seen.		Comparatives and superlatives-small, smaller, smallest Proper nouns (countries/places) use of present continuous e.g. When emus are running they reach up to 30mph!	
Punctuation	Commas to separate 2 adjectives Commas after adverb openers Commas to separate items in a list Capital letters for names (proper nouns) Question and exclamation marks Consolidate capital letters and full stops Apostrophes for contracted forms Apostrophes for singular possession	Commas to separate 2 adjectives capital letters, full stops Apostrophe for contraction	Commas to separate 2 adjectives Commas after adverb openers Commas to separate items in a list Capital letters for names (proper nouns) Question and exclamation marks Consolidate capital letters and full stops Apostrophes for singular possession	Bullet points Colon to introduce a list Commas to separate 2 adjectives Commas after adverb openers Commas to separate items in a list Capital letters for names (proper nouns) Question and exclamation marks Consolidate capital letters and full stops Apostrophes for singular possession
Terminology to consolidate	Letter, word, sentence, full stops, capital letter, question mark, exclamation mark, speech bubble, bullet points, singular, plural, adjective, verb, connective, alliteration, simile, coordinating conjunctions			
Terminology to introduce	apostrophe for contraction, apostrophe for possession, commas, speech marks (inverted commas), suffix, adverb, statement, question, exclamation, command, tense (past, present – including continuous forms), adjective, noun, proper noun, noun phrase, generalisers, subordinating conjunctions			
Spoken Language	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader Presentation of writing on open afternoon	Collaborative writing Performance of poems	Oral rehearsal of text map and own plan Give clear presentation of information to a small group, class or another class/year group	Oral rehearsal of text map and own plan Oral composition of mini-instructions e.g. How to make a unicorn fly, How to trap an elf, How to make a magic potion, How to look after a dragon

Transcription

Handwriting	<p>15 minutes everyday Day 1 and 2 Letter formation/joins Day 3 and 4 Apply in words Day 5 Hold a Sentence (see Handwriting Policy for further detail) Consolidate all letter formation in cursive script. Begin to teach joins Diagonal joins to letters without ascenders e.g. ai, ev, in Horizontal joins to letters without ascenders e.g. ou, vi, we Diagonal joins to letters with ascenders e.g. at, el, sh Horizontal joins to letters with ascenders e.g. ol, wh</p>	<p>15 minutes everyday Day 1 and 2 Letter formation/joins Day 3 and 4 Apply in words Day 5 Hold a Sentence (see Handwriting Policy for further detail) Consolidate all letter formation in cursive script. Teach joins Diagonal joins to letters without ascenders e.g. ai, ev, in Horizontal joins to letters without ascenders e.g. ou, vi, we Diagonal joins to letters with ascenders e.g. at, el, sh Horizontal joins to letters with ascenders e.g. ol, wh</p>
Spelling	<p>Spelling strategies-GPC chart, word banks, Working Walls, Spelling logs, Proof Reading, Have a Go Sheet, Pair Testing Teach strategies for learning spellings e.g. segmenting, identifying tricky part, Look, Cover, Write, Say Dictations <u>Teaching of Year 2 spelling patterns and rules</u> 1. Introduce Year 2 homophones (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two) 2. The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’ 3. The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ 4. The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words 5. /aɪ/ sound spelt ‘i’ in common exception words: find, kind, mind, behind, child (children), wild, climb 6. Revisit The /l/ or /əl/ sound spelt ‘-le’ at the end of words 7. Homophones/near homophones quite/quiet, night/knight, new/knew, not/knot, they’re/there/their 8. <u>Appendix 1 words</u> Eye, fast, father, find, floor, gold, grass, great, half, hold, hour</p>	<p>Spelling strategies-GPC chart, word banks, Working Walls, Spelling logs, Proof Reading, Have a Go Sheet, Pair Testing Teach strategies for learning spellings e.g. segmenting, identifying tricky part, Look, Cover, Write, Say Dictations <u>Teaching of Year 2 spelling patterns and rules</u> 1. Apostrophe The possessive apostrophe (singular nouns) 2. Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re) 3. The /aɪ/ sound spelt ‘y’ at the end of words 4. The /i:/ sound spelt ‘-ey’ 5. The /r/ sound spelt ‘-wr’ at the beginning of words 6. The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ 7. The sound /z/ spelt ‘s’ 8. <u>Appendix 1 words</u> Improve, kind, last, many, mind, money, most, move, Mr, Mrs, old</p>
Spelling ongoing	<p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. • Use the first two or three letters of a word to check its spelling in a dictionary <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	