



**English Overview – Summer – Year 2**

**Composition**

NC Areas	Summer 1		Summer 2		
Class Reader	The Wild Robot Meerkat Mail		Treasure Island Emily Brown and The Thing		
Genre and writing focus	Model Text-The Magic Paintbrush Finding Tale Focus: Description	Love That Book! Whole School Response to a chosen text	Model Text-Look After Your Magic Brush Persuasion Curriculum-linked Invention-Look After Our Beaches		Model Text-I Spy with my Rainbow Eye Poetry List poetry-similes
Toolkits	<b>Description Toolkit</b>  <b>Y1/2</b> 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	<b>Toolkit</b>  Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class  Golden Toolkit will be applied (non-negotiables of Y2-see below)	<b>Structure</b> <b>To be adapted for year group</b>  Logical order Series of points building one viewpoint Paragraphs with topic sentence to introduce Introduction to orientate the reader (who, when, what, where) Concluding paragraph- summing up the main points Final emotive sentence that appeals to the conscience of the reader	<b>Language</b> <b>To be adapted for year group</b>  Personal, direct and often informal Emotive sentence sign-posts (Now is the time to stand up..., Are we just going to let..., There can be no one who still thinks..., We are all united..., Anyone who thinks this is... etc) Opinions presented as facts Use of the imperative (Stop...Save...) Use of language that sounds good i.e. use of alliteration/slogans Use of 'weasel' words- designed to deceive/give best impression Generalisers (Most, Many, All, The majority, A few, Usually, Typically etc) Adding-on connectives (In addition, Also, Additionally etc) Present Tense 1 <sup>st</sup> /2 <sup>nd</sup> or 3 <sup>rd</sup> person depending on viewpoint and audience Modal verbs- must, might, should etc	<b>Poetry Toolkit</b>  Similes Alliteration Fresh new combinations Carefully chosen adjectives, verbs and adverbs Precise nouns

<b>Planning and Text structure</b>	<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>Planning structure dependent on chosen response to text</p> <p>Co-construct box-up from model text for writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Use persuasion skeleton to plan ideas</p> <p>Box-up grid to plan text structure and placing of images</p> <p>Secure use of lay out suitable for text (link to reading)</p> <p>Logical sequence of paragraphs linked by 'adding-on' words</p> <p>Opening paragraph and conclusion</p> <p>Use of heading and sub-headings to organise</p>	<p>Analyse structure of model text and use to create box-up planning grid</p> <p>Experiment with techniques and ideas, creating fresh combinations</p> <p>Use images, real settings or experiences to support ideas and planning</p>
<b>Sentence construction</b>	<p><b>Consolidate Y1+</b></p> <p>Vary sentence types- statements, questions, exclamations</p> <p>Secure use of compound sentences using coordinating conjunctions (and, but, or)</p> <p>Complex sentences using subordinating conjunctions (when, because, while, after, before)</p> <p>Expanded noun phrases</p> <p>'ly' sentence starters</p> <p>Vary sentence openers e.g. Early one frosty morning...)</p> <p>Use of long sentences for detail and short for emphasis e.g. It was pitch black!</p> <p>List of 3 for description e.g. The dragon had silver scales, huge purple wings and sharp claws.</p> <p>Speech + action.</p>	<p><b>Statutory Requirements for Y2</b></p> <p>Vary sentence types- statements, questions, exclamations</p> <p>Secure use of compound sentences using coordinating conjunctions (and, but, or)</p> <p>Complex sentences using subordinating conjunctions (when, because, while, after, before)</p> <p>Expanded noun phrases</p>	<p><b>Consolidate Y1+</b></p> <p>Vary sentence types- statements, questions, exclamations, commands</p> <p>'ly' starters e.g. Amazingly, most people do not know this! c</p> <p>Secure use of compound sentences using coordinating conjunctions (and, but, or)</p> <p>Complex sentences using subordinating conjunctions (e.g. because, when, while, where, after, before)</p> <p>Drop-in relative clause (who/which)</p> <p>Use of long sentences for detail and short for emphasis e.g. This is terrible!</p> <p>Expanded noun phrases e.g.</p> <p>List of 3 for information e.g. Beaches are relaxing, beautiful and home to many animals.</p>	<p><b>Consolidate Y1+</b></p> <p>Joining clauses using 'and'</p> <p>Embellished simple sentences using adjectives to describe</p> <p>Expanded noun phrases</p> <p>Repetition for effect e.g. a juicy apple, a red apple</p> <p>Repetition for rhythm</p>
<b>Language</b>	<p>Prepositions: behind, above, below, in the distance, before, after etc</p> <p>Alliteration e.g. ...the damp, dark cave.</p>	<p><b>Statutory Requirements for Y2</b></p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p>	<p>Adding-on connectives-also, in addition, additionally</p> <p>Emotive language sign-posts e.g. Now is the time...Can you believe that...</p> <p>Emotive language (weasel words) e.g. disgusting, amazing, foolish, unbelievable, shocking</p> <p>Use of imperative e.g. Stop...Save...Listen...</p> <p>Alliteration to create catchy slogans</p>	<p>Prepositions</p> <p>Alliteration</p> <p>Adjectives (2 separated by comma)</p>

	<p>Similes e.g. The dragon had teeth like daggers. 2 adjectives to describe e.g. ...the huge, black dragon Adverbs for detail Use of the suffixes -er and -est to form comparisons</p>	<p>Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Generalisers e.g. most people, many people, a few people Similes Adverbs for information Use of 2 adjectives to describe the noun (comma to separate) Use of -er and -est to form comparisons</p>	<p>Adverbs for description ...a bee proudly perched on a petal</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns Consolidate capital letters for names (proper nouns) Commas to separate 2 adjectives and after adverb openers</p>	<p><b>Statutory Requirements for Y2</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns Consolidate capital letters for names (proper nouns) Commas to separate 2 adjectives and after adverb openers</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns Consolidate capital letters for names (proper nouns) Commas to separate 2 adjectives and after adverb openers</p>
<b>Terminology to consolidate</b>	<p><b>Letter, word, sentence, full stops, capital letter, question mark, exclamation mark, speech bubble, bullet points, singular, plural, adjective, verb, connective, alliteration, simile, coordinating conjunctions</b></p>			
<b>Terminology to introduce</b>	<p><b>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</b></p>			
<b>Spoken Language</b>	<p>Storytelling using class story map and own plan Discussion, role-play and drama within Reading as a Reader Presentation of writing on open afternoon</p>	<p>Dialogic talk based on chosen text Collaborative writing and group work Drama as response to text Presentation of writing to school</p>	<p>Oral rehearsal of text map and own plan Discussion, role-play, and drama within Reading as a Reader Persuasive mini speeches (presentations) Sharing of writing with own and parallel class</p>	<p>Oral retelling using text map Collaborative writing and generating ideas-group work Drama as response Discussion and dialogic talk around model poem and additional examples-use of full sentences in response</p>

## Transcription

<b>Handwriting</b>	<p><b>15 minutes everyday</b>  <b>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)</b>          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><b>15 minutes everyday</b>  <b>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)</b>          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>
<b>Spelling</b>	<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</p> <p><b><u>Teaching of Year 2 spelling patterns and rules</u></b></p> <ol style="list-style-type: none"> <li>1. Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it</li> <li>2. Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>3. Adding '-es' to nouns and verbs ending in 'y'</li> <li>4. The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</li> <li>5. The possessive apostrophe (singular nouns)</li> <li>6. The /l/ or /əl/ sound spelt '-el' at the end of words</li> <li>7. The /l/ or /əl/ sound spelt '-al' at the end of words</li> </ol> <p><b>8. <u>Appendix 1 words</u></b>          Only, parents, pass, past, path, people, plant, poor, pretty, prove</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</p> <p><b><u>Teaching of Year 2 spelling patterns and rules</u></b></p> <ol style="list-style-type: none"> <li>1. The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)</li> <li>2. The /ɔ:/ sound spelt 'a' before 'l' and 'll'</li> <li>3. The /ɔ:/ sound spelt 'ar' after 'w'</li> <li>4. The /ʌ/ sound spelt 'o'</li> <li>5. The /ɜ:/ sound spelt 'or' after 'w'</li> <li>6. Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</li> <li>7. The suffixes '-ment', '-ness'</li> </ol> <p><b>8. <u>Appendix 1 words</u></b>          Should, steak, sugar, sure, told, water, who, whole, wild, would</p>
<b>Spelling ongoing</b>	<p><b><u>Learning Spellings</u></b>          Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Group other words for cross curricular teaching.</li> <li>• Learn words from personal list.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	