



English Overview – Spring – Year 2

Composition

NC Areas	Spring 1		Spring 2	
Class Reader	Featherlight Picture Book: Gorilla		Bill's New Frock Picture Book: Meerkat Mail	
Genre and writing focus	Model Text: Kaseem and the Greedy Dragon Warning tale Focus: Description	Short Burst Poetry into prose Focus: Description	Model Text: Dragons! Nonchronological report Curriculum linked invention Australian animals	Invention - Fiction Drawing on taught genres and toolkits taught so far
Toolkits	Description Toolkit		Structure Toolkit	Toolkits taught so far
	Consolidate YR + Use precise nouns to 'name' it and create a clear picture in the reader's mind Choose adjectives to help the reader picture the scene. Use a comma to separate 2 adjectives e.g. He was a wise, old king. Sentence or power of 3 to describe e.g. The dragon had bat-like wings, silver scales and breathed purple flames. Use adverbs to describe how something does something Use alliteration Use 'as' and 'like' similes Use all 5 senses to describe		Opening that introduces the reader to the subject Related information grouped into paragraphs or 'chunks' Use of headings, sub-headings, information boxes, lists, diagrams, images, bullet points Paragraphs beginning with a topic sentence Ending-final paragraph which makes a final 'amazing' point or relates the subject to the reader	
			Language Toolkit	
			Present tense Third person Formal, impersonal language Subject specific and technical vocabulary Detail and description to support the reader's understanding – often using comparison Connectives/signposts for comparison e.g. Equally, Just as, Similarly (for similarities), In contrast, Whereas, ...is the different from... (for differences) Connectives/signposts for addition e.g. Also, furthermore, In addition Connectives/signposts for generalisation e.g. Many, Most, Some, A few	

Planning and Text structure	<p>Generate ideas collectively for innovation so children are supported with ideas</p> <p>Use story map to innovate</p> <p>Plan opening around a description – setting, character, an object etc</p> <p>Begin to understand 5 part story-Opening, Build-up, Problem, Resolution and Ending</p> <p>Endings should be developed beyond a single sentence (character returning home and reflecting on events/showing a change in attitude or circumstance)</p>	<p>Use images as stimuli (settings)</p> <p>Create spine poems based on images (spine of nouns + description using above toolkit)</p> <p>Use 3 part box-up to plan beginning, middle and end of setting description</p>	<p>Use skeleton plan for reports to help generate and organise ideas</p> <p>Use box-up grid to plan for writing</p> <p>Main heading</p> <p>Introductory paragraph to orientate reader</p> <p>3 paragraphs of related information with sub-heading</p> <p>Concluding paragraph – amazing fact or relate information to reader</p> <p>Consider and plan for layout of text boxes, images, diagrams etc</p>	<p>Use image, picture book, film clip, object etc as stimulus for writing</p> <p>Model using stimuli to plan story and story map</p> <p>Use 5 sentence structure to plan story e.g. One day, After a while, Unfortunately, Luckily, Finally</p> <p>Plan opening around character, setting or description</p> <p>Orally rehearse story</p>
Sentence construction	<p>Revise sentence types-statements, questions and exclamations (What!, How!)</p> <p>Introduce commands</p> <p>Use 'ly' starters e.g. Sadly, Luckily, Unfortunately, Happily</p> <p>Vary sentence openers using time connectives e.g. Later that day, After that, Next, At that moment, In the blink of an eye</p> <p>Prepositional openers e.g. On the table, was a teapot and 2 cups.</p> <p>Secure use of simple embellished sentences (simple sentences + adjectives/adverbs)</p> <p>Secure use of compound sentences (for, and, nor, but, or, yet, so – FANBOYS)</p> <p>Introduce some subordination to create complex sentences (when, because, while, before, after)</p> <p>Vary sentence length-long sentences for description, short sentences for emphasis/impact</p> <p>Sentence of 3 for description</p> <p>Introduce direct speech-turn speech bubbles into punctuated speech</p> <p>Past progressive – Subject + was/were + -ing participle of verb (He was running across the garden when I spotted him)</p>	<p>Use a variety of sentence types-statements, rhetorical questions (What was it?), exclamations (How beautiful!, What an amazing sight!)</p> <p>Vary sentence openers-adverbs (ly), similes</p> <p>Secure use of simple embellished sentences (simple sentences + adjectives/adverbs)</p> <p>Secure use of compound sentences (for, and, nor, but, or, yet, so – FANBOYS)</p> <p>Introduce some subordination to create complex sentences using 'who' and 'which' e.g. The key, which was heavy in his hand, glowed like the sun.</p> <p>Vary sentence length-long sentences for description, short sentences for emphasis/impact</p> <p>Sentence of 3 for description</p>	<p>Use a variety of sentence types-statements, commands, questions, exclamations (How unusual!, What an incredible beast!)</p> <p>Use 'ly' starters – Amazingly, Surprisingly, Unusually etc</p> <p>Vary sentence openers using connectives/signposts – addition, generalisers, comparison (see above)</p> <p>Expanded noun phrases</p> <p>Secure use of compound sentences (for, and, nor, but, or, yet, so – FANBOYS)</p> <p>Complex sentences-secure and increase range of subordinating conjunctions (when, before, after, because, while, until)</p> <p>Use of 'which' and 'who' for subordination e.g. Dragons, which are now endangered, usually hunt at night to avoid humans.</p> <p>Sentence of 3 for description e.g. Dragons are usually large, scaly and fire-breathing.</p>	<p>Consolidate national assessment criteria:</p> <p>Write simple, coherent narratives – use temporal sign-posts to structure 5 paragraphs</p> <p>Once, One day, A while later, The next day, Eventually etc</p> <p>Use past tense consistently</p> <p>Write compound sentences using range of coordinating conjunctions (and, but, so ,or)</p> <p>Write complex sentences using range of subordinating conjunctions (because, when, while, after, before etc)</p>
Language	<p>Proper nouns-name of characters, settings</p> <p>Prepositions to describe e.g. behind, above, below, between, beside, along</p> <p>Expanded noun phrases</p> <p>Alliteration – deadly dragon,</p> <p>Similes – The sharp, yellow teeth like knives</p>	<p>Proper nouns-name of characters, settings</p> <p>Expanded noun phrases</p> <p>Prepositions to describe e.g. behind, above, below, between, beside, along</p> <p>Alliteration</p> <p>Similes – His eyes twinkled like stars.</p>	<p>Proper nouns-countries etc</p> <p>Connectives/signposts for addition, generalisation and comparison</p> <p>Prepositions to describe e.g. behind, above, below, between, beside, along</p> <p>Expanded noun phrases for information</p>	<p>Consolidate national assessment criteria:</p> <p>Draw on vocabulary from reading</p> <p>Spell Y2 CEW words correctly</p> <p>Secure use of capital letters for proper nouns</p>

	Use two adjectives to describe the noun e.g. The sharp, yellow teeth Adverbs for description e.g. Kassim crept quietly into the cave. Revision of the articles a/an e.g. a dragon, an enormous dragon Formation of nouns using suffix -ness e.g. cosy/cosiness, cheerful/cheerfulness) Formation of adjectives using suffix -less (end/endless, cloud/cloudless) Speech verbs (synonyms for 'said')	Use two adjectives to describe the noun e.g. His blue, twinkling eyes filled with tears. Adverbs e.g. He walked slowly to the front. Formation of nouns using suffixes -ness and -er e.g. help/helper Formation of adjectives using suffixes -less and -ful (use/useless, hope/hopeful) Speech verbs (synonyms for 'said')	Use two adjectives for clarity of information/explanation Adverbs for clarity of information Formation of adjectives using suffixes -less and -ful	Use of prepositions Use of correct article 'a' or 'an' Correct use of determiners – those, these, his, her, mine etc Expanded noun phrases Use of 2 adjectives to describe
Punctuation	Consolidate Y1+ Capital letters for proper nouns Secure use of capital letters, full stops, question marks and exclamation marks Commas to separate items in a list/sentence of 3 Commas after 'ly' openers Apostrophes for contraction Apostrophes for singular possession e.g. The cottage's garden was neat and colourful. Inverted commas to demarcate direct speech Secure use of capital 'I' for personal pronoun	Consolidate Y1+ Capital letters for proper nouns Secure use of capital letters, full stops, question marks and exclamation marks Commas to separate items in a list/sentence of 3 Commas after 'ly' openers Apostrophes for contraction Apostrophes for singular possession e.g. The cottage's garden was neat and colourful. Inverted commas to demarcate direct speech	Consolidate Y1+ Capital letters for proper nouns Commas in a list or sentence of 3 Secure use of capital letters, full stops, questions marks and exclamation marks Commas after 'ly' openers Apostrophes for contraction Apostrophe for singular possession e.g. Sam's knees were scabbed and grazed.	Consolidate national assessment criteria: Capital letters for proper nouns Capital letters for start of sentences Full stops, question marks, exclamation marks Commas in lists Apostrophes for contraction 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	Story telling using class story map and own plan Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions) Presentation of chosen sections of writing to class or other audience	Using text map to warm-up the 'tune' of the text Mini oral descriptions using images and sentence/toolkit scaffolds Drama-freeze frame characters/settings and describe Presentation of chosen sections of writing to class or other audience	Use text map to orally rehearse text Short oral descriptions using sentence scaffolds (display an image of a dragon and describe e.g. diet, habitat, behaviour) Text games – role play, drama, hot seating Interviews with 'experts' such as professor of dragonology Presentation of chosen sections of writing to class or other audience	Whole class discussions to generate and organise content Short burst oral 5 sentence stories – One day, After a while, Unfortunately, Luckily, Finally Present favourite section to class or parallel class

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. Teach joins if all cursive formation is correct and fluent 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 if all cursive formation is correct and fluent 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 /ɑ/ 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: <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 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	