

## English Long Term Overview Year 2

**Genres to cover:** Narrative, Recount, Instructions, Non-Chronological Reports

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Text/Author</b>	<b>Callum's Incredible Construction Kit</b> – Jonathan Emmett <b>The Wonder</b> – Faye Hanson <b>Pumpkin Soup</b> – Helen Cooper	<b>Big Bad Owl</b> – Steve Smallman <b>Don't</b> – Michael Rosen	<b>Man on the Moon</b> – Simon Bartram <b>One Giant Leap</b> – Don Brown <b>Space Poems</b> – Gaby Morgan	<b>The Pig's Knickers</b> – Jonathan Emmett <b>The Queen's Handbag</b> – Steve Antony <b>The Great Explorer</b> – Chris Judge	<b>The Disgusting Sandwich</b> – Gareth Edwards & Hannah Shaw <b>Dougal's Deep Sea Diary</b> – Simon Bartram	<b>There's a Lion in my Cornflakes</b> – Michelle Robinson & Jim Field <b>Monster in the Hood</b> – Steve Antony
<b>Reading for pleasure class story</b>	<b>Fantastic Mr Fox</b> – Roald Dahl	<b>The Hodgeheg</b> – Dick King-Smith	<b>Flat Stanley</b> - Jeff Brown <b>Mr Majeika</b> – Humphrey Carpenter	<b>The legend of Spud Murphy</b> – Eoin Colfer	<b>Planet Omar (Accidental trouble magnet)</b> – Zanib Miam	<b>Bill's New Frock</b> – Anne Fine
<b>Spelling Focus</b>  (No Nonsense Spelling)	<ul style="list-style-type: none"> <li>* Phase 5 GPCs including polysyllabic words.</li> <li>* Homophones</li> <li>* Highlighting the tricky part in common exception words</li> <li>* Using word banks for common exception words</li> <li>* /aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)</li> </ul>	<ul style="list-style-type: none"> <li>* Common exception words</li> <li>* Phase 5 GPCs that are not secure</li> <li>* Homophones</li> <li>* /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' (<i>village, badge</i>)</li> <li>* /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>* /n/ sound spelt 'kn' and 'gn' at the beginning of words (<i>knee, gnome</i>)</li> </ul>	<ul style="list-style-type: none"> <li>* /aɪ/ sound spelt 'y'</li> <li>* Common exception &amp; high-frequency words</li> <li>* Contractions</li> <li>* /l/ or /ə/ sound spelt 'le' at the end of words and following a consonant (<i>apple, table</i>)</li> <li>* Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</li> <li>* Adding the ending 'y' to words ending in 'e' with a consonant before it</li> <li>* /i:/ sound spelt 'ey' (<i>donkey, honey</i>)</li> <li>* /r/ sound spelt 'wr'</li> <li>* Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel.</li> </ul>	<ul style="list-style-type: none"> <li>* /ɒ/ spelt 'a' after 'w' and 'qu' (<i>watch, want, squash</i>)</li> <li>* /z/ spelt 's', segmentation and syllable clapping. (<i>treasure, vision</i>)</li> <li>* Homophones</li> <li>* Adding '-es' to nouns and verbs ending in 'y'</li> <li>* The possessive apostrophe (singular nouns)</li> <li>* Adding suffixes '-ful', '-less' and '-ly'</li> <li>* Contractions</li> <li>* Words ending '-tion'</li> </ul>	<ul style="list-style-type: none"> <li>* The /l/ or /əl/ sound spelt '-el' at the end of words (<i>label, angel</i>)</li> <li>* Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</li> <li>* The /ɔ:/ sound spelt 'a' before 'l' and 'll' (<i>call, talk</i>)</li> <li>* The /ɔ:/ sound spelt 'ar' after 'w' (<i>warm, towards</i>)</li> <li>* Suffixes '-ment' and '-ness'</li> <li>* common exception words and words from errors</li> <li>* The /ɜ:/ sound spelt 'or' after 'w' (<i>world, work</i>)</li> <li>* The possessive apostrophe (singular nouns)</li> <li>* The /l/ or /əl/ sound spelt '-al' at the end of words (<i>animal, capital</i>)</li> </ul>	<ul style="list-style-type: none"> <li>* Homophones</li> <li>* /ʌ/ sound spelt 'o' (<i>brother, nothing</i>)</li> <li>* /l/ or /əl/ sounds spelt 'il' at the end of words (<i>pencil, stencil</i>)</li> <li>* Common exception words</li> </ul>

### Writing Objectives

Vocabulary	Nouns and Adjectives	1	Use articles <i>the</i> and <i>a</i> , possessives, <b>e.g. – my, his, her, our</b> , numbers and quantifiers, <b>e.g. – some, most</b> .
		2	Use a greater range of singular and plural nouns, <b>e.g. – puppy/puppies</b> .
		3	Use a greater range of adjectives to write expanded noun phrases for description, <b>e.g. – the ugly witch, the enormous beanstalk</b> .
		4	Use simple prepositions to write expanded noun phrases for specification, <b>e.g. – in, on – The dog in the kennel growled</b> .
		5	Use superlative adjectives including where the root word has changed, <b>e.g. – best, worst, most, biggest, tiniest</b> .
		6	Use comparative adjectives including where the root word has changed, <b>e.g. – better</b> instead of <b>gooder</b> .
	Verbs and Adverbs	7	Use more precise verbs, <b>e.g. – walked</b> instead of <b>went</b> .
		8	Maintain subject verb agreement using familiar verbs, including a greater range of irregular verbs, <b>e.g. – I have, John has</b> .
		9	Make the correct choice and consistently use simple present tense, <b>e.g. – we jump, she flies</b> .
		10	Make the correct choice and consistently use present progressive tense using –ing suffix, <b>e.g. – we are jumping, she is flying</b> .
		11	Make the correct choice and consistently use simple past tense using –ed suffix, <b>e.g. – jumped</b> and irregular past tenses, <b>e.g. – ran</b> instead of <b>runned</b> .
		12	Make the correct choice and consistently use past progressive using –ing suffix, <b>e.g. – I was jumping, he was jumping</b> .
		13	Use imperative form to write commands using more precise verbs, <b>e.g. – Slice, Glue, Pour</b> .
		14	Use familiar modals including negatives, <b>e.g. – I can swim, he can't swim, you must go</b> .
		15	Use adverbs of manner (how), <b>e.g. – fast, slowly, quietly, loudly</b> .
		16	Use a wider range of adverbs of place, <b>e.g. – here, there, inside</b> .
		17	Use adverbial phrases for place using a wider range of prepositions, <b>e.g. – under, over – I played under the bed. He went over the hill</b> .
	Cohesive Devices	18	Use pronouns to link sentences and/or sections, <b>e.g. – Class Two went to the zoo. We went on the coach</b> .
		19	Use adverbs of time (when) <b>e.g. – Yesterday, Next</b> and simple adverbial phrases for time, <b>e.g. – One morning, After that</b> .
		20	Use familiar adverbial phrases for time to start and end narratives or recounts, <b>e.g. – happily ever after, last week</b> .
Sentence	Sentence Structure	1	Join two words with ' <i>or</i> ', <b>e.g. – You can have juice or milk</b> .
		2	Use co-ordination – join two ideas with ' <i>and</i> ', ' <i>so</i> ', ' <i>but</i> ', ' <i>or</i> ' to write sentences with two clauses, <b>e.g. – I like juice and I like milk. I was so thirsty so I drank my juice. I like juice but I don't like milk</b> .
		3	Use subordination to express time using ' <i>when</i> ', <b>e.g. – I had sweets when I got home</b> .
		4	Use subordination to express cause using ' <i>because</i> ', <b>e.g. – I ate the chocolate because I was hungry</b> .
		5	Use subordination to express condition using ' <i>if</i> ', <b>e.g. – I wear thick socks if it is cold</b> .
		6	Use subordination – using ' <i>that</i> ' following a verb for thinking, <b>e.g. – I hope that it rains tomorrow. I think that my ice-cream is the best</b> .
		7	Use subordination (relative clause) – using ' <i>that</i> ' as a relative pronoun, <b>e.g. – I have a ball that is red</b> .
		8	Write statements, commands, exclamations and questions.
		9	Use dialogue starting with the speech, <b>e.g. – Go home said Dad</b> .
	Punctuation	10	Use appropriately sized spaces (related to letter size) between words.
		11	Use capital letters to correctly demarcate sentences for pronoun 'I' and for proper nouns, <b>e.g. – Mary Smith, London Bridge, March</b>
		12	Use full stops, question marks and exclamation marks to demarcate end of statements, questions and exclamations.
		13	Use commas in a list of nouns, <b>e.g. – I bought eggs, apples and bread</b> .
		14	Use apostrophes to show missing letters in contractions, <b>e.g. – he's, I'm, it's, hasn't, can't, didn't</b> .

		15	Use apostrophes to show singular possession.
Composition	Writing Process	1	Talk with teacher/peers about the language and layout features in models of similarly structured writing.
		2	Say out loud what I am going to write about using talk with teacher/peers and using models of similarly structured writing.
		3	Use a model of similarly structured planning and written/visual prompts on a planning frame (e.g. – text maps, planning boxes) to record and group key ideas/words (including new vocabulary) before writing.
		4	Use the key ideas/words on own planning frame as a starting point for oral composition.
		5	Compose and rehearse each sentence orally, using the vocabulary and sentence structures that have been taught.
		6	Write each sentence, recording accurately what has been composed so that it makes sense and conveys meaning.
		7	Make simple additions, revisions and corrections to own writing by evaluating writing with teacher/other pupils.
		8	Make simple additions, revisions and corrections to own writing by re-reading to check writing makes sense (including consistency in verb/tense).
		9	Proof read to check for errors in spelling, grammar and punctuation, e.g. – full stops at the end of sentences.
		10	Read aloud own writing to teacher/peer in a small group, using appropriate intonation to make the meaning clear, e.g. – pause at full stops.
		11	When discussing writing, recognise and use terminology from previous year group and from Y2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.
	Narrative	12	Write narratives with a chronological sequence in familiar genres, e.g. – traditional tale, local setting.
		13	Write narratives with a series of events and/or familiar plot, e.g. – opening, problem, resolution/ending.
		14	Use cohesive devices to link sentences, e.g. – pronouns, adverbs.
		15	Write simple/familiar openings which are appropriate to genre.
		16	Write simple/familiar endings which are appropriate to genre.
		17	Include descriptions of setting and character.
	Non-Fiction	18	Write chronological texts, e.g. – instructions, recounts about personal experience and those of others (real or fictional).
		19	Write non-chronological texts, e.g. – reports.
		20	Use cohesive devices to link sentences and sections, e.g. – pronouns, adverbs.
		21	Write non-fiction texts using simple organisation and features to suit the purpose of the text type, e.g. – use headings and sub-headings.
		22	Write an opening statement or question to introduce the text.
		23	Write a simple closing statement or exclamation (to show simple viewpoint).
		24	Include descriptions of events/places or subject matter.
	Poetry	25	Write simple structured poems – do not have to rhyme.
Spelling	1	Apply phonic knowledge to segment words into phonemes, represent each phoneme with a grapheme, sections a ‘best bet’ choice, <b>e.g. – wait or wate not wayt.</b>	
	2	Spell a wider range of HFWs from Y1 and Y2 including common exception words, homophones and words with contracted forms.	
	3	Apply spelling rules by adding taught prefix or suffix to root word, e.g. – <b>play<b>ing</b>, bushes, happily, careful.</b>	
Handwriting	1	Form upper case and lower case letters accurately with correct size in relation to other letters so that writing is legible for pupil & teacher.	
	2	Begin to follow school handwriting scheme for joining some letters with diagonal or horizontal strokes and know which (if any) letters are left un-joined.	