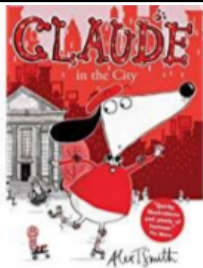
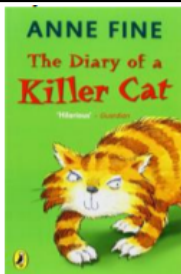
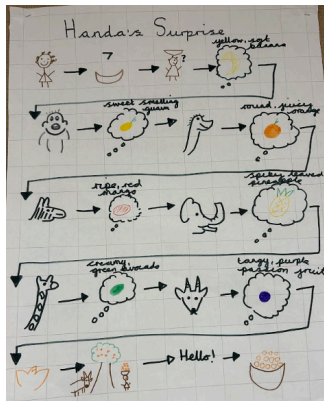




Year 2 English Curriculum Overview

Autumn Term

Autumn Term					
Projects:	History Movers and Sh... History Flight through ... Science Human Survival Art Exploring Colo... D&T Remarkable Re... Geography Let's Explore th... Science Habitats Art Still Life				
Whole Class Reading:					
Poetry:	Free Verse: Descriptions of Delicious Fruit (Teach this before Handa's surprise so vocabulary can be used in the narrative)				
Text Type:	Year 2 Place Value for Grammar and Punctuation Sequence of Learning	Recount - Diary Writing	Recount - Biography	Narrative- Picture Book Focus	Instructions- A Recipe
Purpose:		To Recount	To Recount	To Entertain	To Instruct
Writing Outcome:	To be taught as discreet grammar lessons with opportunities for ' short burst ' writing across Autumn Term.	Using Claude in the City , children to write different diary entries from the perspective of different characters in the story. Share with Year 3	Linking to the project - 'Movers and Shakers', children to write a biography about Neil Armstrong as a significant figure. Share across teams.	Using Handa's Surprise as a stimulus, children to write their own version of the story. To share with Reception children.	Linking to the project - ' Remarkable Recipes ', children to write instructions about preparing a school meal.
Core Grammar Skills to Focus on:	Shared Sentence Definition: 'A sentence is a complete thought which has a subject (who) and verb (what doing/what being) .' - Common Nouns - Proper Nouns - Being Verbs + to have - Regular Action Verbs - Irregular Action Verbs and Verb Phrases - Subject Verbs - Building Sentences	Non-Fiction Structure: Date/Time Salutation Events in the order they happened Concluding Paragraph Sign off - Personal Pronoun 'I' must always have a capital letter - Progressive Past Tense e.g. While Mr and Mrs Shinyshoes were working, ... - Exclamation Sentences e.g. What a terrifying robber he was! How delicious that hot chocolate tasted! - Apostrophes for Contraction e.g. didn't, can't, it's - Adverbs ending -ly e.g. I carefully, we quietly	Non-Fiction Structure: Title Introductory/Overview w Paragraph Key Event Paragraphs (childhood events, early life and achievements, later life and achievements) Concluding Paragraph - Coordinating Conjunctions to join ideas (and, but, so) e.g. Neil loved flying planes but he wanted to... , the moon was far away so... - Subordinating Conjunctions (because, when) - Expanded Noun Phrases - Consistent Past Tense - Statements, Questions & Exclamation Sentences	Children will learn this narrative through a Text Map . See example below:  Recommended Structure: - MC sets off on a journey with items. - A series of secret thieves steal MC items as they travel. - MC gets unexpected gift. - MC meets friend. - MC is shocked but friend is delighted with new item/s. - Expanded noun phrases e.g. a sweet, yellow banana - Past Progressive Tense e.g. was walking, were singing - Adverbials of Time (First, Next) and Place (Under the tree, Near the pond) - Subordination using while and when - Exclamation marks for a twist ending!	Non-Fiction Structure: Title Requirements/Ingredients - what is needed? Method Concluding Paragraph - Imperative (bossy) verbs e.g. chop, mix, spread, pour - Adverbs ending -ly e.g. carefully, slowly, gently - Expanded Noun Phrases e.g. a tall, clear glass - Time Adverbials e.g. First, Next, After that, Finally, - Subordinating Conjunctions e.g. If , when
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing.	Linguistic: children to read Neil Armstrong biographies to each other (these could be recorded as MP3s).		Cognitive: children to evaluate language of their stories (shared with Reception children)	Social and Emotional: sharing writing created. Can other children follow their instructions?
Spelling Focus (Grammarsaurus): 	- Vowels and Consonants - Compound Words - Morphology	Teach: 		Teach:  (verbs)	Teach: 

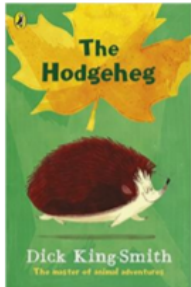


Year 2 English Curriculum Overview

Spring Term				
Projects:	Geography Coastline Science Uses of Materi... Art Flower Head D&T Beach Hut Science Plant Survival History Titanic Tragedy			
Whole Class Reading:				
Poetry:	Structured Poetry: Constant Refrain (repeated line) – Take a Deep Breath by Joseph Coelho (Links to Coastline Project)			
Text Type:	Narrative- Setting Description	Persuasion- Letter	Information- Report on Sharks	Recount- Littlehampton Visit
Purpose:	To Entertain	To Persuade	To Inform	To Recount
Writing Outcome:	Using the picture book Grandad's Island , children to write setting descriptions of the beach and the jungle.	Using the book Dear Greenpeace, children will be writing to Greenpeace to convince them to help blue whales.	Children to write an information text about sharks for Year 1 children.	After visiting Littlehampton, children to write a recount of their visit.
Core Grammar Skills to Focus on:	- FANTASTICS- senses - Expanded Noun Phrases e.g. huge, green leaves - Sentence of Three for description (see progression poster) - Progressive Past Tense e.g. sun was shining, monkeys were swinging - Subordinating Conjunctions e.g. because / when - Coordinating Conjunctions (but, and, or) - Adverbs ending -ly e.g. gently, gracefully,	Non-Fiction Structure: Date/Time Salutation Events in the order they happened Concluding Paragraph Sign off - Subordinating Conjunction because e.g. Please help the whales <u>because</u> ... - Sentence Types: Questions and Exclamations - Co-ordinating Conjunctions (and, but, so) - Expanded Noun Phrases (describing whales and threats) - Capital Lettrs for Proper Nouns e.g. Greenpeace, Atlantic Ocean	Non-Fiction Structure: Title - Animal Name Classification/Context - introduce animal Key Feature Paragraphs Summary Statement Diagram - what does your creature look like? - Expanded Noun Phrases e.g. sharp, pointy teeth, strange, flat head - Subordinate Conjunctions - because, when, if - Co-ordinating Conjunctions - and,but,or - Present tense e.g. Sharks swim, a great white shark swims - Statements into questions e.g. what do sharks eat? - Technical Vocabulary	Non-Fiction Structure: Title Overview Paragraph Event 1 Event 2 Next Events Concluding Paragraph - FANTASTICS- senses - Consistent Past tense including irregular past tense verbs e.g. ate - Time Adverbials e.g. In the morning, Next, After lunch, Finally, - Progressive Past Tense - Expanded Noun Phrases - First Person Pronouns e.g. 'I' and 'We'
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing.	Linguistic: children to read out loud, focusing on persuasive techniques.	Cognitive: children to read to children in Year 1.	Social and Emotional: sharing recounts across the year group.
Spelling Focus (Grammarsaurus):	Teach: -er -est -er -or	Teach: -ful -ly	Teach: -ful -less -ly	Teach: super sur- under over



Year 2 English Curriculum Overview

Summer Term				
Projects:	 History Magnificent M...  Science Animal Survival  Art Portraits and P...  D&T Cut, Stitch and ...  D&T Push and Pull			
Whole Class Reading:			In the summer term, children to: - Be exposed to a range of poetry, analysing and performing - Be exposed to a range of narrative and non-fiction texts with specific, identified reading to target any identified next steps	
Poetry:	Published Poet: Michael Rosen			
Text Type:	Persuasion- Holiday Brochure	Narrative- Journey Story (Portal Story)	Information- The Tudors	Narrative/Non-Fiction
Purpose:	To Persuade	To Entertain	To Inform	
Writing Outcome:	Children to write a persuasive brochure to encourage people to visit Littlehampton.	Using the picture book 'Journey', children to write their own portal story. Share with Year 5 Children.	Using the project - Magnificent Monarchs , children to write an information text about The Tudors .	Teachers to choose a Picture Book as a stimulus for children to write a narrative or non-fiction outcome based on this.
Core Grammar Skills to Focus on:	Non-Fiction Structure: Punchy Title Hook/Overview (who should visit, where is it and why is it special) Key Feature Paragraphs Fabulous Final Fact - Present Tense, including Present Progressive e.g. Littlehampton has two beaches, Waves are crashing, waiting for you! - Expanded Noun Phrases e.g. soft, golden sand, famous, winding bench etc. - Exclamations e.g. What a wonderful place for a family holiday! How beautiful the River Arun looks in the sunshine! - Commands e.g. Visit, Buy, Build - Subordinating Conjunctions e.g. when / if - Direct Address Pronouns e.g. You	Children will learn this narrative through a Text Map . Recommended Structure: - MC is lonely and bored. - MC creates a portal to somewhere new. - MC explores new world. Unexpected danger arrives. - MC escapes danger. - MC returns to real world. (Changes to original could be - magical item, magical world) - FANTASTICS- senses - Commas in a list - Consistent use of the past tense (walked, saw, drew). - Active, short sentences - Expanded noun phrases (deep, dark woods). - Capital letters and full stops in the right places. - Coordinating Conjunctions (and, but, so) - Subordinating Conjunctions (because, when)	Non-Fiction Structure: Title Classification/Context Statement Key Feature Paragraphs Significance Summary Statement Recommended Structure: - A big, bold title. - Classification -who were the Tudors? - Key Feature Paragraphs: Who was Henry VIII? Where did they live? Daily Life e.g. Food - Significance - why do we learn about them? - Summary / Did you know? - Statements - Past Tense - Expanded Noun Phrases - Subordinating Conjunctions (because, when) - Co-ordinating Conjunctions to compare Rich vs Poor (but) - Subheadings	Teachers to use their assessment information to plan in opportunities for children to apply identified writing skills.
Core Oracy Skills Focus:	Physical: opportunities for children to read out brochures to each other. Some could be recorded.	Linguistic: share with Year 5.	Cognitive: children to evaluate their reports.	Social and Emotional: sharing writing created, inspired by their picture book focus.
Spelling Focus (Grammarsaurus): 	Teach: -ness -ed -ing (adjectives)		Teach: -ment	
			Teach: Matrix application	



Year 2 English Curriculum Overview

Year 2 Writing Progression Poster

Adverbs and Adverbials

Time Adverbs
Then, Next, Finally, Soon, First, Now, Suddenly,

Time Adverbial Phrases
Once upon a time, Early one morning, At that moment, In the end, By the next morning,

A range of How Adverbs
Unluckily, Sadly

Sentence Types

Exclamations
What a lovely day it is!
How lovely it is to see you today!

Simple sentence embellished with how adverbial phrases and adjectives
Harry ran through the gloomy castle in fear.

Embellished Simple Sentence of 3 for description.
Harry was dressed in a dark cloak, curly shoes and a crooked hat.

Compound Sentence to join two clauses (using Coordinating Conjunctions)
Tim was exhausted and he needed a drink of water.

Complex sentence (using subordinating Conjunctions)
They went out to play because the rain stopped.

Questions and Rhetorical Questions
What was that noise?

Conjunctions

Subordinating Conjunctions
because, when, if, that

Coordinating Conjunctions
and, but, or

Punctuation
. ! ? , ' ,

Preposition
(Time, position, direction)

Conjunction

Add a pinch of SPICE
Never begins sentences in the same way!

2

National Curriculum Expectations	Example Sentences
Grammar objectives: Sentence - Subordination (using when, if, that, because) and co-ordination (using or, and, but) - Expanded noun phrases for description and specification - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Punctuation - 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 and to mark singular possession in nouns	- Jack's mother told him to sell the cow because they needed money. - Jack got magic beans from an old man but his mum was angry. - Jack saw an enormous, sleeping giant. - The beans grew into a big beanstalk. - Why did Jack climb the beanstalk? (question) - What a beautiful castle that is! (exclamation) - Climb the beanstalk. (command)

Small steps in learning – sentence structures through Year 2

- Understand what a statement is, its structure and the ways it might be punctuated (full stop or exclamation mark).
- Understand what a question is, its structure and how it is punctuated.
- Understand what a command is, its structure and how it might be punctuated (full stop or exclamation mark)



Year 2 English Curriculum Overview

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| <ul style="list-style-type: none">● Understand what an exclamation sentence is, its structure and how it is punctuated. |
| <ul style="list-style-type: none">● Link to ideas in a sentence using a wider range of coordinating conjunctions (e.g. and, but, or) |
| <ul style="list-style-type: none">● Link two ideas in a sentence using subordinating conjunctions (e.g. because, when, if) |
| <ul style="list-style-type: none">● The pupil can demarcate most sentences in their writing (with one or two ideas) with capital letters and full stops. The pupil can use question marks correctly when required. |

Small steps in learning – expanded noun phrases through Year 2

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|--|
| <ul style="list-style-type: none">● Understands what an expanded noun phrase is and why it is used.
e.g. adjective + noun such as ‘a red apple’ or adjective, adjective + noun phrase such as ‘a shiny, red apple’ |
| <ul style="list-style-type: none">● Uses an expanded noun phrase orally to describe an object, setting, character or image. |
| <ul style="list-style-type: none">● Writes an expanded noun phrase, using more specific vocabulary choices appropriate to the context e.g. the ancient, oak tree rather than the tall, brown tree. |
| <ul style="list-style-type: none">● Understands how to use expanded noun phrases for description and specification.
e.g. haunted castle (fiction) or shielding, stone castle (non-fiction) |