English Overview & Progression – Year 2

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
	Wings 1		
Year 2 20%-40% 2i (Autumn)	**Text:** Anancy and Mr Dry Bones – Fiction (1 week) **Link/s:** Culture **Reading Focus:** Decoding, fluency and recalling information.	**Writing Focus:** • Retell to show what the different characters were thinking. • To use sentences with different forms.	**Grammar and 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 the girl's name • Formation of nouns using suffixes such as -ness, -er and by compounding - whiteboard, superman. • Formation of adjectives using suffixes such as -ful, -less. • Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. • Subordination Using when, if, that, because. • Co-ordination Using or, and, but. • Expanded noun phrases for description and specification. the blue butterfly, plain flour, the man in the moon.
	Text: Whatever Next! – Fiction (1 week) **Link/s:** Science **Reading Focus:** Decoding, fluency and recalling information.	**Writing Focus:** • To write a story set on another planet.	
	Text: Where the Wild Things Are – Fiction (1 week) **Link/s:** Art **Reading Focus:** Decoding, fluency, comment on structure and form of poetry.	**Writing Focus:** • To write a story about a bedroom that changes form. • To use commas to separate items in a list.	
	Text: Peace at Last – Fiction (1 week) **Link/s:** Science **Reading Focus:** Decoding, fluency, infer reactions and emotions from text.	**Writing Focus:** • To write a letter to Mr Bear. • To use verb tenses correctly.	
	Text: Bugs – Non-Fiction (1 week) **Link/s:** Science **Reading Focus:** Decoding, fluency, infer reactions and emotions from text.	**Writing Focus:** • To write a text about bees. • To use sentences with different forms.	
	Text: Night Animals – Non-Fiction (1 week) **Link/s:** Science **Reading Focus:** Decoding, fluency, identify features of a non-fiction text.	**Writing Focus:** • To design an information leaflet about hedgehogs. • To use sentences with different forms.	

	Text: Dinosaur Dreams – Fiction (1 week) **Link/s:** Science **Reading Focus:** Decoding, fluency, infer reactions and emotions from text.	**Writing Focus:** • To write a story about a dinosaur. • To use subordinate clauses.	• How the grammatical patterns in a sentence indicate its function as a statement, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. she is drumming, he was shouting.
	Text: Seashore – Non-Fiction (1 week) **Link/s:** Science **Reading Focus:** Decoding, fluency, identify features of a non-fiction text.	**Writing Focus:** • To write the diary of a seashore expedition. • Co-ordination.	
Year 2 *41%-60%* *2ii* *(Spring)*	**Wings 2 Phase 1**		
	Text: The Little Polar Bear – Fiction (1 week) **Link/s:** Science **Reading Focus:** To identify story settings.	**Writing Focus:** • To write a letter. • The uses of capitalisation.	**Spelling** • The sound spelt as -ge and -dge at the end of words and sometimes spelt as -g elsewhere in words before e,i and y e.g. badge, edge, bridge age, huge, change gem, magic, giraffe jacket, jar, jog adjust.
	Text: Can't You Sleep Little Bear? – Fiction (1 week) **Link/s:** Maths **Reading Focus:** To look at story structure.	**Writing Focus:** • To write a story opening. • Making sentence boundaries.	
	Text: Dumpling – Fiction (1 week) **Link/s:** PSHE **Reading Focus:** To identify what a character is like and decide if we like him.	**Writing Focus:** • To write a character description. • To use linking words and phrases.	• The /s/ sound spelt c before e,i and y e.g. Race, ice, city, fancy. • The /n/ sound spelt kn and gn at the beginning of words e.g. Knock, know, knee, gnat, gnaw.
	Text: Rita the Rescuer – Fiction (1 week) **Link/s:** PSHE **Reading Focus:** To identify the main points in a plot.	**Writing Focus:** • To write a newspaper report. • To use cohesion within and between paragraphs.	• The /r/ sound spelt wr at the beginning of words e.g. write, written, wrote, wrong, wrap.
	Text: Floss – Fiction (1 week) **Link/s:** Geography **Reading Focus:** To identify story settings.	**Writing Focus:** • To write a story from Floss's viewpoint. • Consistent use of verb tense.	• The /l/ sound spelt -le at the end of words e.g. table, apple, bottle, little, middle.
	Text: China – Non-Fiction (1 week) **Link/s:** Geography/History **Reading Focus:** To survey the text and identify the main ideas.	**Writing Focus:** • To write a recount. • Writing in cohesive sections.	• The /l/ sound at the end of words (-el) e.g. camel, tunnel, squirrel, travel, tinsel. • The /l/ sound at the end of words (-al) e.g. Metal, pedal, capital, hospital.
	Text: Jim and the Beanstalk – Fiction (1 week) **Link/s:** Maths **Reading Focus:** To identify what a character is like, decide if we like him.	**Writing Focus:** • To add extra scenes to the story. • To understand that sentences must make sense.	• Words ending –il e.g. Pencil, fossil, nostril.
	Text: What I Like – Poetry (1 week) **Link/s:** N/A	**Writing Focus:** • To write a nonsense poem.	• The /ai/ sound spelt -y at the end of words e.g. Cry, fly, dry, try, reply, July.

	Reading Focus: To read nonsense poems with expression.	Experiment with the sounds of words and phrases.	• Adding -es to nouns and verbs ending in –y The y is changed to i before -es is added e.g. Flies, tries, replies, copies, babies, carries.
	Text: I Wonder Why Stars Twinkle – Non-Fiction (1 week) **Link/s:** Science/Astronomy **Reading Focus:** To survey the text and ask questions. Summarise main ideas.	**Writing Focus:** • Recount the moon landing. Make zig zag book of solar system. • To use correct verb tense consistently/ ARE punctuation.	• Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.
	Wings 2 Phase 2		• The y is changed to i before -ed, -er and -est are added. Only taxiing and skiing have double ii e.g. Copied, copier, happier, happiest, cried, replied, copying, crying, replying.
Year 2 61%-80%+ 3iii (Summer)	**Text:** Mrs Vole the Vet – Fiction (1 week) **Link/s:** PSHE **Reading Focus:** Identify how language, structure, and presentation contribute to meaning.	**Writing Focus:** • To write an advert on behalf of Mrs Vole. • To select persuasive language.	
	Text: Dr Xargle's Book of Earthlets – Fiction (1 week) **Link/s:** **Reading Focus:** Influence of characters' viewpoints on the reader's opinion.	**Writing Focus:** • To write a postcard from earth. • Word Choices that reflect viewpoint.	• Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it.
	Text: I Wonder Why Spiders Spin Webs 1 **Link/s:** Science **Reading Focus:** To summarise a text and make inferences.	**Writing Focus:** • To create a non-chronological report. • To select the appropriate tense and formal vocabulary.	• The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other other suffix beginning with a vowel letter is added. EXCEPTION: being e.g. hiking, hiked, hiker, nicer, nicest, shiny.
	Text: The Lonely Giraffe – Fiction (1 week) **Link/s:** Geography **Reading Focus:** To identify and comment on writer's purpose and the effect on the reader.	**Writing Focus:** • To write a story with a moral message. • To draw on knowledge from past reading when writing.	• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter of the root is doubled (x is never doubled) e.g. patting, patted, humming, hummed, dropping, dropped.
	Text: Bog baby – Fiction (1 week) **Link/s:** Science **Reading Focus:** To ask questions of the text whilst reading.	**Writing Focus:** • To write a story with a theme of displacement. • To use the past tense correctly and consistently.	• The /or/ sound spelt a before l and ll e.g. all, ball, call, walk, talk, always.
	Text: The Selfish Giant – Fiction (1 week) **Link/s:** PSHE **Reading Focus:** To clarify difficult to understand words and ideas.	**Writing Focus:** • To write a letter of request. • To ensure that nouns and verbs agree in sentences.	• The u sound spelt e.g. other, mother, brother, nothing, Monday.
	Text: Seaside Poems – Poetry (1 week) **Link/s:** Geography **Reading Focus:** To read poems with expression.	**Writing Focus:** • To write a poem with a seaside theme. • To play with the sounds of words and phrases.	• The ee sound spelt –ey e.g. Key, donkey, monkey, chimney.
	Text: Danger Monsters and Aliens – Fiction (2 weeks) **Link/s:** Science **Reading Focus:**	**Writing Focus:** • To retell a story from a different viewpoint. • Vary sentences for clarity, purpose and effect.	• The o sound spelt a after w and qu e.g. Want, watch, wander, quantity, squash.

	Identify and comment on writer's purposes and viewpoints, and the overall effect on the reader.		• The er sound spelt or after w e.g. word, work, worm, world, worth. • The or sound spelt ar after w e.g. war, warm, towards. • The zh sound spelt s e.g. television, treasure, usual. • The suffixes -ment, -ness, -ful, -less and –ly e.g. enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily. • Contractions - the apostrophe shows where the missing letters would be • e.g. can't, didn't, hasn't, couldn't, it's I'll. • Possessive Apostrophe e.g. Megan's, Ravi's, the girl's, the child's, the man's. • Words ending in –tion e.g. Station, fiction, motion, national, section. • • Homophones and near-homophones there/their/they're here/hear quite/quiet see/sea bare/bear. • Common exception words door, floor, poor, because, find, kind, mind, behind, child, improve

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
Overall Coverage	**Reading Coverage** **Pupils will be taught to:** • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	**Writing Milestones** • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. • Make simple additions, revisions and proof-reading corrections to their own writing.

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

- Read accurately words of two or more syllables that contain the same graphemes as above ⬜ read words containing common suffixes.

- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation R

- Re-read these books to build up their fluency and confidence in word reading.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading

- Use the punctuation taught at key stage 1 mostly correctly.

- Use co-ordination and some subordination to join clauses.

- Spell most common exception words (appendix 1).

- Add suffixes to spell most words correctly in their writing.

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

- Use spacing between words that reflects the size of the letters

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.

| | | - making inferences on the basis of what is being said and done ⬜ answering and asking questions
- predicting what might happen on the basis of what has been read so far

• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | |