

English Overview and Progression Year 2

Year & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Year 2 Wings 1	Text: Anancy and Mr Dry Bones – Fiction (1 week) Link/s: Culture Reading Focus: Decoding, fluency and recalling information	Writing Focus: <ul style="list-style-type: none"> Retell to show what the different characters were thinking To use sentences with different forms 	Grammar & Punctuation <ul style="list-style-type: none"> 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 e.g. the blue butterfly, plain flour, the man in the moon 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 Spelling <ul style="list-style-type: none"> 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 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: Whatever Next! – Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency and recalling information	Writing Focus: <ul style="list-style-type: none"> 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	Writing Focus: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> To write a non-fiction 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> To write a story about a dinosaur To use subordinate clauses 	
	Text: Seashore – Non-Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency, features of a non-fiction text	Writing Focus: <ul style="list-style-type: none"> To write the diary of a seashore expedition To use co-ordinating conjunctions accurately 	
Year 2 Wings 2 Phase 1	Text: The Little Polar Bear – Fiction (1 week) Link/s: Science Reading Focus: To identify story settings	Writing Focus: <ul style="list-style-type: none"> To write a letter The uses of capitalisation 	
	Text: Can't You Sleep Little Bear? – Fiction (1 week) Link/s: Maths Reading Focus: To analyse story structure	Writing Focus: <ul style="list-style-type: none"> To write a story opening Marking sentence boundaries 	
	Text: Dumpling – Fiction (1 week) Link/s: PSHE	Writing Focus: <ul style="list-style-type: none"> To write a character description 	

	Reading Focus: To identify what a character is like and decide if we like them Text: Rita the Rescuer – Fiction (1 week) Link/s: PSHE Reading Focus: To identify the main points in a plot	<ul style="list-style-type: none"> To use linking words and phrases 	<ul style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words e.g. write, written, wrote, wrong, wrap The /l/ sound spelt -le at the end of words e.g. table, apple, bottle, little, middle 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 Words ending -il e.g. Pencil, fossil, nostril The /ai/ sound spelt -y at the end of words e.g. Cry, fly, dry, try, reply, July 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 Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it 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 Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added EXCEPTION: being e.g. hiking, hiked, hiker, nicer, nicest, shiny 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 The /or/ sound spelt a before l and ll e.g. all, ball, call, walk, talk, always The u sound spelt e.g. other, mother, brother, nothing, Monday The ee sound spelt -ey e.g. Key, donkey, monkey, chimney
	Text: Floss – Fiction (1 week) Link/s: Geography Reading Focus: To identify story settings	Writing Focus: <ul style="list-style-type: none"> To write a story from Floss’s viewpoint Consistent use of verb tense 	
	Text: China – Non-Fiction (1 week) Link/s: Geography/History Reading Focus: To survey the text and identify the main ideas	Writing Focus: <ul style="list-style-type: none"> To write additional paragraphs to the text Writing in cohesive sections 	
	Text: Jim and the Beanstalk – Fiction (1 week) Link/s: Maths Reading Focus: To identify what a character is like, decide if we like them	Writing Focus: <ul style="list-style-type: none"> To write a recount To understand that sentences must make sense 	
	Text: What I Like – Poetry (1 week) Link/s: N/A Reading Focus: To read nonsense poems with expression	Writing Focus: <ul style="list-style-type: none"> To write a nonsense poem Experiment with the sounds of words and phrases 	
	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: <ul style="list-style-type: none"> Recount the moon landing. Make zig zag book of solar system To use correct verb tense consistently/ A-RE punctuation. 	
	Text: Mrs Vole the Vet – Fiction (1 week) Link/s: PSHE Reading Focus: Identify how language, structure, and presentation contribute to meaning	Writing Focus: <ul style="list-style-type: none"> To write an advert on behalf of Mrs Vole To select persuasive language 	
Year 2 Wings 2 Phase 2	Text: Dr Xargle’s Book of Earthlets – Fiction (1 week) Link/s: P4C/PHSE Reading Focus: Influence of characters’ viewpoints on the reader’s opinion	Writing Focus: <ul style="list-style-type: none"> To write a recount from Earth Word choices that reflect viewpoint 	
	Text: I Wonder Why Spiders Spin Webs Link/s: Science Reading Focus: To summarise a text and make inferences	Writing Focus: <ul style="list-style-type: none"> To create a non-chronological report To select the appropriate tense and formal vocabulary 	

	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: <ul style="list-style-type: none"> To write a story with a moral message To draw on knowledge from past reading when writing 	<ul style="list-style-type: none"> The o sound spelt a after w and qu e.g. Want, watch, wander, quantity, squash 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
	Text: Bog baby – Fiction (1 week) Link/s: Science Reading Focus: To ask questions of the text whilst reading	Writing Focus: <ul style="list-style-type: none"> To write a story with a theme of displacement To use the past tense correctly and consistently 	
	Text: The Selfish Giant – Fiction (1 week) Link/s: PSHE Reading Focus: To clarify difficult to understand words and ideas	Writing Focus: <ul style="list-style-type: none"> To write a letter of request To ensure that nouns and verbs agree in sentences 	
	Text: Seaside Poems – Poetry (1 week) Link/s: Geography Reading Focus: To read poems with expression	Writing Focus: <ul style="list-style-type: none"> To write a poem with a seaside theme To play with the sounds of words and phrases 	
	Text: Danger Monsters and Aliens – Fiction (2 weeks) Link/s: Science Reading Focus: Identify and comment on writer’s purposes and viewpoints, and the overall effect on the reader.	Writing Focus: <ul style="list-style-type: none"> To retell a story from a different viewpoint Vary sentences for clarity, purpose and effect 	

	Reading Milestones	Writing Milestones
<p>Overall Coverage</p>	<p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 - 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. 	<p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • 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. • 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.