



English Overview – Autumn – Year 2

Composition

NC Areas	Autumn 1		Autumn 2	
Class Reader	George's Marvellous Medicine Picture Book: Who's Afraid of the Big Bad Book?		The Boy Who Grew Dragons Picture Book: Dr Xargle's Book of Earthlets	
Genre and writing focus	Model Text: Jack and the Beanstalk Portal Tale Focus: Settings	Short Burst Writing Toolkits into Paragraphs Focus: Character	Model Text: Giant's Diary Recount Curriculum Linked Invention-The Great Fire of London	Model Text: 10 Things Found in a Giant's Pocket List Poetry Invention: 10 Things Found in Santa's Pocket
Toolkits	<p>Settings Toolkit</p> <p>Consolidate YR/1+ Choose a name for and vary setting-real fantasy etc Try to 'see' it in your mind and use all 5 senses to describe Use sentences of 3 to describe Take your character home at the end of the story Include detail to bring the setting alive (wide shots and close-ups) Choose adjectives to suit the mood of the setting Use 'as' and 'like' similes Include time of day Include weather Select scary settings for dilemmas</p>	<p>Character Toolkit</p> <p>Consolidate YR/1+ Use simple simples to describe e.g. He stood as tall as a tree. Use sentence of 3/power of 3 e.g. He was short, chubby and wore gold-rimmed glasses. Use adverbs to describe how a character does something/moves Use 2 adjectives to describe a character e.g. a large, unfriendly man (this is a simple noun phrase with a comma to separate the 2 adjectives) Alliteration e.g. Sally slept silently. Begin to use speech</p>	<p>Structure Toolkit</p> <p>Clear beginning, middle and end Chronological order Opening sentence/paragraph which orientates the reader (when, what, where, who)</p> <hr/> <p>Language Toolkit</p> <p>Past tense First person Time specific signposts-Today, yesterday, later on, next, after that Specific and descriptive detail often in style of information or explanation Connectives/signposts for addition e.g. Also, furthermore, In addition Connectives/signposts for generalisation e.g. Many, Most, Some, A few</p>	<p>Poetry Toolkit</p> <p>Alliteration Well-chosen adjectives Well-chosen verbs and adverbs Experimentation to create fresh combinations and avoid cliches Similes Repetition for effect</p>
Planning and Text structure	Use story map to innovate Plan opening around setting including time of day and weather Begin to understand 5 part story-Opening, Build-up, Problem, Resolution and Ending	Use text map to innovate Plan opening around character description Organise into sections following the model text – paragraph for	Use text map to innovate and plan Date of diary entry Introductory paragraph to orientate reader (time, place) Group related ideas into paragraphs	Use class model to create text map Use text map to plan Write as a list-start a new line for each new idea

	Endings should be developed beyond a single sentence (character returning home and reflecting on events/showing a change in attitude or circumstance)	appearance, behaviour, hobbies, likes/dislikes, secrets etc	Final paragraph-conclusion, thoughts on what is to come	
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</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>Use a variety of sentence types-statements, commands, questions, exclamations (What!, How!)</p> <p>Use 'ly' starters</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. Sam, who was 8 years old, hated school.</p> <p>His jumper, which was too small and holey, landed in the puddle.</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>Use a variety of sentence types-statements, commands, questions, exclamations (What!, How!)</p> <p>Use 'ly' starters</p> <p>Vary sentence openers-time connectives, addition signposts, generalisers</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>Sentence of 3 for description e.g. The boy grabbed the goose, sprinted across the garden and slid down the beanstalk.</p> <p>Use of progressive verb forms (past and present)</p> <p>Past progressive – Subject + was/were + -ing participle of verb (He was running across the garden when I spotted him)</p> <p>Present progressive – Subject + am/are + -ing participle of verb (I am writing this at my kitchen table)</p> <p>Revise first person as using personal pronoun 'I'</p>	<p>Consolidate YR/1+</p> <p>Grammar to support poetry writing</p> <p>Variety of sentence types-statements, questions and exclamations</p> <p>Sentences of 3/power of 3</p> <p>Expanded noun phrases</p> <p>Stand-alone grammar revision (+ dictations)</p> <p>Consolidate compound sentences (FANBOYS)</p> <p>Consolidate complex sentences using subordinating conjunctions-when, while, after, before, until, because</p> <p>Practise dialogue sentences - speech + reporting clause e.g. "I want a bike for Christmas" said Jack.</p>
Language	<p>Proper nouns-name of setting</p> <p>Prepositions to describe e.g. behind, above, below, between, beside, along</p> <p>Alliteration – Wild woods, cosy cottage</p> <p>Similes – Cosy like a soft blanket</p> <p>Use two adjectives to describe the noun e.g. The old, peeling door</p> <p>Adverbs for description e.g. The snow fell gently and covered the little cottage.</p> <p>Revision of the articles a/an e.g. a cottage, an old cottage</p> <p>Formation of nouns using suffix -ness e.g. cosy/cosiness, cheerful/cheerfulness)</p> <p>Formation of adjectives using suffix -less (end/endless, cloud/cloudless)</p>	<p>Proper nouns-name of character</p> <p>Prepositions to describe e.g. behind, above, below, between, beside, along</p> <p>Alliteration</p> <p>Similes – His hair was like an explosion.</p> <p>Use two adjectives to describe the noun e.g. He was a small, timid boy.</p> <p>Adverbs e.g. He walked slowly to the front.</p> <p>Formation of nouns using suffixes -ness and -er e.g. help/helper</p> <p>Formation of adjectives using suffixes -less and -ful (use/useless, hope/hopeful)</p> <p>Speech verbs (synonyms for 'said')</p>	<p>Proper nouns-days of the week, months, names of people and places</p> <p>Connectives/signposts for time, addition and generalisation</p> <p>Prepositions to describe e.g. behind, above, below, between, beside, along</p> <p>Expanded noun phrases (...the cheeky, little lad...)</p> <p>Use two adjectives for clarity of information/explanation</p> <p>Adverbs for clarity of information</p> <p>Formation of nouns using suffixes -ness and -er e.g. help/helper</p> <p>Formation of adjectives using suffixes -less and -ful (use/useless, hope/hopeful)</p>	<p>Proper nouns</p> <p>Prepositions</p> <p>Alliteration</p> <p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Similes</p> <p>Formation of nouns using suffixes -ness and -er e.g. help/helper</p> <p>Formation of adjectives using suffixes -less and -ful (use/useless, hope/hopeful)</p>
Punctuation	Consolidate Y1+ Capital letters for proper nouns	Consolidate Y1+ Capital letters for proper nouns	Consolidate Y1+ Capital letters for proper nouns	Consolidate Y1+

	Secure use of capital letters, full stops, question marks and exclamation marks Commas to separate items in a list/sentence of 3 e.g. The cottage was small, neat and cosy. Commas after 'ly' openers e.g. Sadly, the garden was overgrown. Apostrophes for contraction Apostrophes for singular possession e.g. The cottage's garden was neat and colourful.	Inverted commas to punctuate direct speech 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.	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. Secure use of capital letter for personal pronoun 'I'	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 Apostrophes for contraction Apostrophe for singular possession e.g. A shiny bell from Santa's sleigh
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 character, speech bubbles-using voice to express feeling, interviews, conversations with a character Presentation of chosen sections of writing to class or other audience	Use text map to orally rehearse text Text games – role play, drama, hot seating Interviews with giant, bystander, Jack's mum, Jack etc Discussion giving reasons in full sentences-I think that Jack should not have swapped the cow for the beans because... (display statements about the story and discuss e.g. Should Jack have swapped the cow for the beans?) Presentation of chosen sections of writing to class or other audience	Oral rehearsal using text map Discussion and generation of ideas stating preferences Performing poems to an audience Collaborative writing-sharing ideas, listening and taking turns

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) Secure correct writing posture and pencil grip Consolidate all letter formations from Year 1 Begin to teach cursive formation following the letter groupings detailed in the Handwriting Policy</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. Begin to 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 Revise letter names Revision of Year 1 spelling patterns and rules 1. Revise spelling of days of the week 2. Revise Y1 spelling list (a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, off) 3. The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck 4. The /ŋ/ sound spelt n before k 5. The /tʃ/ sound is spelt as tch after a single vowel letter e.g. catch, fetch 6. The /v/ sound at the end of words spelt -ve e.g. live, have 7. Adding s and es to words (plural of nouns and the third person singular of verbs) 8. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word 9. Appendix 1 words (Y2) After, again, any, bath, beautiful, because, behind, both, break, busy, child</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 Revision of Year 1 spelling patterns and rules 1. Adding -er and -est to adjectives where no change is needed to the root word 2. Revise Y1 spelling list (once, one, our, pull, push, put, said, says, school, she, so, some, the, their, there, they, to, today, was, were, where, you, your) 3. Words ending -y (/i:/ or /ɪ/) (funny, very, happy, family) 4. New consonant spellings ph and wh (dolphin, alphabet, when, where, which, while) 5. The /k/ sound spelt as k rather than as c before e, i and y. E.g. kit, sketch, skin) 6. Adding the prefix -un 7. Compound words 8. Appendix 1 words (Y2) Children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody</p>
Spelling ongoing	<p>Learning Spellings Children:</p> <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 <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	