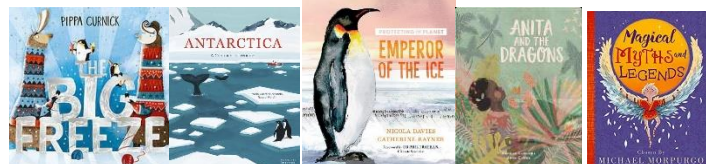


English long-term overview YEAR 2 - Cycle A

	Tē m1						Tē m2						Tē m3						Tē m4						Tē m5						Tē m6						
Topi c	Tr ans port												Castl es												Fl owers and I nsects												
Recomm ended RFP	See EB Read ng Spi ne																																				
Suggest ed t exts																																					
Text type English	Poetry/ descriptive		Non-fiction		Narrative		Poetry		Non-fiction		Narrative		Poetry		Non-fiction		Narrative		Poetry		Narrative		Non-fiction		Poetry		Non-fiction		Narrative		Poetry		Non-fiction		Narrative		
Suggest ed t exts	Pattern and Rhyme		Instructional writing		Traditional tales: Goldilocks and the three bears		Acrostic poem: fireworks – Ger va's Phinn Christmas - Ger va's Phinn		Different types of transport		Tatty Ratty		Alliterative poems		Castles		Tell me a dragon		Quatrain – AABB or ABAB Food Stop – Benjamin Zephaniah Excuses – Alan Ahlberg Peter Pan – Andrea Shavick Rumble in the Jungle, Giles Andreae & David Wojtowycz Commotion in the Ocean, Giles Andreae & David Wojtowycz Tasty Poems by Jill Bennet & Nick Sharratt.		George and the Dragon		Daisy		Shape poem: What is he? – Liz Brownlee The Shape of a poem – Chris Odgen Aaaaah!!!! A! Cat it's Spring – James Carter Forlily Tree – Damien Harvey Word Whirls – John Foster		Letter		Adventure stories		Performance poetry: I'm Walking with my Iguana – Brian Moses Sad with Chorus – Rose Fyfe Men The Rhythm of Life – Michael Rosen Nut Tree – Julia Donaldson The Dinosaur Rap – John Foster		List, diagrams, captions		Stories from other cultures		
GPS coverage	Ready to write Sentence types						Word class Conjunctions Commas in a list						Word class Apostrophes Sentence types						Sentence types Tenses						Suffixes Prefixes						Consonant digraphs of KS1.						
Spelling Year 2 REFER TO SPELLING SHED SCHEME	dge	ge	g make j sound	c make s	kn gn	Chall enge war ds	w	r	e	d	d	ll	Chall enge war ds	y makes igh	es	-ed	er and est	ing	Chall enge war ds	er, est and ed	ing	ed	o make s a	o make s u	Chall enge war ds	ey makes ee	a makes o	a and a make er/a	si and s makes zh	ment and ness	tu and less	Homophone	Homophone	tion	Apostrophe for contraction	Apostrophe for possession	Chall enge war ds

Read ng		Wrtngtransat p		Vocabul ry, Punctuati on and G ammar		Handwrtng	
PHON CS AND DECOD NG	COMPREHENS ON						
- conti nue to ap ply phori c know ledge and sklls as ther out eto de code war ds until au tom atic de cod ng has be come em bed ded and read ng is flu ent - read accu rately by bl end ng the sounds in war ds that cont ain the graphemes taught so fa, espe dly recognis ng al ter na ti ves sound for graphemes - read accu rately war ds of two or more syl lab es that cont ain the same graphemes as above - read war ds cont ain ng com mon suf fix es read fur ther com mon ex cep ti on war ds, not ng un us ual cor res pond en ces be tween spell ing and sound and wher ethese occur in the war d - read most war ds qu ick ly and accu rately, whout overt sound ng and bl end ng when they have been fre quently en cou n ter ed - read aloud books eas ily mat ched to ther im pr oving phori c know ledge, sound ng out un fa mi li ar war ds accu rately, au to ma ti cally and wthout un due hesi ta ti on - reread these books to bul d up ther fluency and confi dence in war d read ng	- devel op pleas ure in read ng moti va ti on to read vocabu lary and under stand ng by lis ten ng to dis cuss ng and ex pr ess ng vi ews about a wde range of con tem po ra ry and clas sic poe try, sto ries and non fi cti on al ead beyond that of wh ch they can read in de pen dent ly - dis cuss ng the se que nce of events in books and how items of in fo r ma ti on are re lated - becom ng in creas ng ly fa mi li ar wth and re tell ng a wde range of sto ries, fa irsto ries and tra di ti onal sto ries be ng in tro duced to non fi cti on books that are struc tu red in dif fer ent ways - re cognis ng sim ple re cur ring li ter a ry lan guage in sto ries and poe try - dis cuss ng and clar ify ng the mean ings of war ds, link ng new mean ings to known vocabu lary - dis cuss ng ther fa vo ur ite war ds and phr ases - con ti nu ng to bul d up a re per to re of poe ms learnt by heart, ap pre ci at ng these and re d ng some, wth ap pro pri ate in fo r ma ti on to make the mean ng clear - under stand both the books that they can already read accu rately and fluently and those that they lis ten to by draw ng on what they already know as a back ground for in fo r ma ti on and vocabu lary pro vided by the teacher check ng that the text makes sense to them as they read and cor re d ng in accu racy of read ng mak ng in fer en ces on the basis of what is be ng said and done - ans wering and ask ng ques ti ons - pre d ict ng what might hap pen on the basis of what has been read so far - par ti ci pa te in dis cuss ion about books, poe ms and other war ds that are read to them and those that they can read for them selves, tak ng turns and lis ten ng to what others say - ex pl an and dis cuss ther under stand ng of books, poe ms and other ma te ri al, both those that they lis ten to and those that they read for them selves.	- segment ng spoken war ds into pho nemes and re pres ent ng these by graphemes, spell ng many cor rect ly - learn ng new ways of spell ng pho nemes for wh ch one or more spell ings are already known, and learn some war ds wth each spell ng in clud ng a few com mon ho mo pho nes - learn ng to spell com mon ex cep ti on war ds - learn ng to spell more war ds wth con tracted for ms - learn ng the pos ses sive apo stro phe (sin gular) [for exam ple, the girl's book] - dis t ng u sh ng be tween ho mo pho nes and near-ho mo pho nes - add suf fix es to spell longer war ds, in clud ng –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 SAT sta ty re quire ments - ap ply spell ng rules and gu dan ce - wrtng from mem ry sim ple sen tences dic ta ted by the teacher that in clude war ds us ng the GPS, com mon ex cep ti on war ds and punctuati on taught so far WRIT NG COM POSI TION - devel op pos i ti ve at ti tudes to wards and sta mi na for wrtng by: wrtng nar ra ti ves about per sonal ex pe ri en ces and those of others (real and fi cti onal) - wrtng about real events - wrtng poe try - wrtng for dif fer ent pur poses - con sider what they are go ng to wrte be fore a be g n ng by: plan ng or say ng out loud what they are go ng to wrte about - wrtng down ideas and/or key war ds, in clud ng new vocabu lary en caps u lat ng what they want to say, sen tence by sen tence make sim ple add ti ons, re vi si ons and cor re d ti ons to ther own wrtng by: eva lu at ng ther wrtng wth the teacher and other pupils - reread ng to check that ther wrtng makes sense and that verbs to in dicate ti me are used cor rect ly and con sistent ly, in clud ng verbs in the con ti nu ous form - proof-read ng to check for er rs in spell ng, gram mar and punctuati on [for exam ple, ends of sen tences punctu ated cor rect ly] - read aloud what they have wrtten wth ap pro pri ate in fo r ma ti on to make the mean ng clear.	- devel op pos i ti ve at ti tudes to wards and sta mi na for wrtng by: wrtng nar ra ti ves about per sonal ex pe ri en ces and those of others (real and fi cti onal) - wrtng about real events - wrtng poe try - wrtng for dif fer ent pur poses - con sider what they are go ng to wrte be fore a be g n ng by: plan ng or say ng out loud what they are go ng to wrte about - wrtng down ideas and/or key war ds, in clud ng new vocabu lary en caps u lat ng what they want to say, sen tence by sen tence make sim ple add ti ons, re vi si ons and cor re d ti ons to ther own wrtng by: eva lu at ng ther wrtng wth the teacher and other pupils - reread ng to check that ther wrtng makes sense and that verbs to in dicate ti me are used cor rect ly and con sistent ly, in clud ng verbs in the con ti nu ous form - proof-read ng to check for er rs in spell ng, gram mar and punctuati on [for exam ple, ends of sen tences punctu ated cor rect ly] - read aloud what they have wrtten wth ap pro pri ate in fo r ma ti on to make the mean ng clear.	- form lower-case let ters of the cor rect size and di rec ti on and start us ng some of the di ag onal and hori zontal strokes needed to join let ters and under stand wh ch let ters, when ad ja cent to one another, are best left un joined - wrt cap i tal let ters and d gts of the cor rect size, ori en ta ti on and re la ti on sh ip to one another and to lower case let ters - use spa c ng be tween war ds that re flects the size of the let ters.			

English long-term overview YEAR 2 - Cycle A

	Tē m1						Tē m2						Tē m3						Tē m4						Tē m5						Tē m6					
Top c	The Stāies Peop e Tel (Myths & Legends) The B g Freeze (Brrr it's cd d)												Struct ures dī A round Us (Būl d ngs)												Wāter wōrld Let's go on Hdi day (The p laces peop e go)											
Recommended RFP	See EB Read ng Spi ne																																			
Suggested texts																																				
Text type English	Poetry/ descri pive		Non-fi di on		Narr dīve		Poetry		Non-fi di on		Narr dīve		Poetry		Non-fi di on		Narr dīve		Poetry		Non-fi di on		Poetry		Non-fi di on		Narr dīve		Poetry		Non-fi di on		Narr dīve			
Suggested texts	Pattern and Rhyme Well known rhymes.		Myths and Legends around the world		Anita and the Dragons??		Pattern and Rhyme		David Attenborough Antarctica		Emperor of the ice		Butterfly poem Different types of poetry		Houses around the world		The house held up by trees		Riddles		The three pigs and the big bad wolf		A street through time		Modern rhymes		Letter/ Day		Rhythm of the Rain The Night of the pirates.		Performance poetry. Poems out loud		List, diagrams, captions		Stories from other cultures.	
GPS coverage	Ready to write Sentence types						Word class Conjunctions Commas in a list						Word class Apostrophes Sentence types						Sentence types Tenses						Suffixes Prefixes						Consonants of KS1.					
Spelling Year 2 REFER TO SPELLING SHED SCHEME	dge	ge	g make j sound	c make s	kn	Chd enge war ds	w	r	e	d	il	Chd enge war ds	y makes igh	es	-ed	er and est	ing	Chd le nge e w or ds	er, est and ed	ing	ed	o make s a	o make s u	Chd enge war ds	ey makes ee	a makes o	a and a make er/a	si and s makes zh	ment and ness	tu and less	Homophone	Homophone	tion	Apostrophe for contra diction	Apostrophe for possession	Chd le nge war ds

Read ng		Wrtngtranscrpt		Vocabulry, Punctuon and Grammar		Handwrtng	
PHONCS AND DECODNG	COMPREHENSON	WRITNG COMPOSITON					
- contnue to apply phoncknowledge and skills as therouteto decode war ds until autmatc decodng has become embedded and readngisfluent - read accur dly by bndngthe sounds in war ds that contnthe graphemes taught sofar, espddly recognrsngatendve sounds for graphemes - read accur dly war ds of two or more syllabes that contnthesame graphemes as above - read war ds contnng common suffixes readfurther common excepton war ds, ndng unusud correspondences betweenspelling and sound and wherthese occur in the war d - read most war ds qu dly and accur dly, without ovr soundng and bndng when they have been frequently encountred - read doud books d dly matcd to therrmpovng phoncknowledge, soundng out uranfllar war ds accur dly, autmatcally and without undue hesaton - rereadthese books to buldupthrr fluency and confdence in war d readng	- devel op pleasur e in readng motvat on to read vocabul ary and underst ndng by: lstenng to dscussng and expressng vews about awderange of contempary and dscpcetry, stas and non-fon d on d alv b yond that d whch they can read independently - dscussngthesequene of events in books and how iters d rfrat on a rerd d - becomng nreasingly farrllar wth and rtdng a wderange of stas, farystas and tradton dles - bng ntr duced to non-fon d on books that are struced n dfferent ways - recognrsngs mprecurng llterarylanguag e n stas and poetry - dscussng and dafyng the meang s of war ds, lknng new meang s to known vocabul ary - dscussng therr favort war ds and phras - contnng to buldup arepertore of poems lart by heart, appr dngthes e and rtdngs same, wth approp r d e r t on d on to make the meang d ear underst and both the books that they can dready read accur dly and fluently and thasethat they lsten to by, d avng on what they dready know ar on background lrra mat on and vocabul ary p ovd ed by the teacher - chckng that the text makes sense to them as they read and carredng naccu d r eadng making rrerences on the bas s of what is bng s d d and done - ans wrng and askng questons - pred dng what mght happen on the bas s of what has been read so far - part d pte n dssu on about books, poems and dher war ds that ar e read to them and thasethat they can read for thens dves, t dng turns and lstenng to what dher s say - expln and dssu therr underst ndng of books, poems and dher mater d, both thasethat they lsten to and thasethat they read for thens dves.	- segmentng spoken war ds n rto phonemes and rpresentngthes e by graphemes, spelling many carredly - learnng new ways of spelling phonemes for whch one or more spellngs are dready known, and earn some war ds wth each spelling ndng ng afew common homophones - learnng to spell common excepton war ds - learnng to spell more war ds wth contr aded far ms - learnng the passsve apostrophe (snglar) [for exampl e, the grl's book] - dstngshng between homophones and near-homophones - add suffixes to spell longer war ds, ndng ng –ment, –ness, –ful, –less, –y English – key stages 1 and 2 - St d uary requirements - apply spelling rules and gu dance - wrt from memory s mpre sentences d d d ed by the teacher that ndude war ds usng the GPS, common excepton war ds and punctuon taught so far		- devel op pos tve atttudes toward s and stannng for wrtng by: wrtng narr dves about person d experiences and thas e of dher s (red and f d d and) - wrtng about red events - wrtng poetry - wrtng for dfferent purposes - cons d r what they are gng to wrte before beg nng by: planng a sayng out loud what they are gng to wrte about - wrtng down d e as and/or key war ds, ndng ng new vocabul ary encaps d dng what they want to say, sentence by sentence make s mple addttons, rvs ons and carred ons to therr own wrtng by: evd dng therr wrtng wth the teacher and dher pupls - rereadng to chck that therr wrtng makes sense and that v rbs to nd cat e t me are used carredly and cons tently, ndng ng v rbs n the contnuous form - prof-readng to chck for rras n spelling, grammar and punctuon [for exampl e, ends of sentences, punctu d ed carredly] - read doud what they have wrtten wth approp r d e r t on d on to make the meang d ear.		- far m ovr-cas el d t r s of the carred s z e r d d v e to one and her stat usng some of the d agond and horzont d strokes needed to j on l e t r s and underst and whch l e t r s, when adj cent to one and her, are best l e f t u r j o n e d - wrt cap t d l e t r s and d g t s of the carred s z e or i e n t d on and r d d n s h p to one and her and to lower cas el d t r s - us esp d ng betwe en war ds that r e f l e c t s the s z e of the l e t t e r s.	