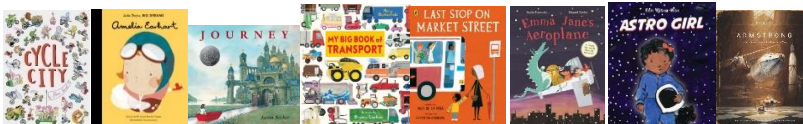
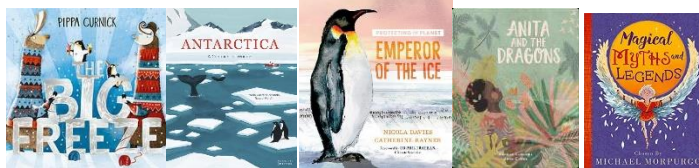
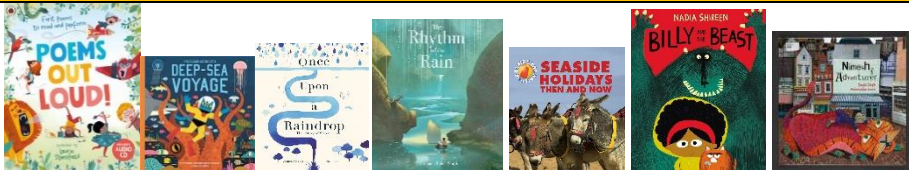


English Long-term Overview YEAR 2 - Cycle A

	Term 1						Term 2						Term 3						Term 4						Term 5						Term 6					
Topic	Transport												Castles												Flowers and Insects											
Recommended RFP	See EB Reading Spine																																			
Suggested texts																																				
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	
Suggested texts	Pattern and Rhyme		Instructional writing		Traditional tale- Goldilocks and the three bears		Acrostic poem Fireworks – Gervais Phinn Christmas - Gervais Phinn		Different types of transport Non-fiction page.		Tatty Ratty George and the Dragon		Alliterative poems		Castles Non-chronological text.		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.		Stories about a fantasy world		Diary		Shape poem What is he? – Liz Brownlee The Shape of a poem – Chris Odgen Aaaah!!!! At last it's Spring – James Carter Family Tree – Damien Harvey Word Whirls – John Foster		Letter		Adventure stories		Performance poetry. I'm Walking with my Iguana – Brian Moses Solo with Chorus – Rose Fyleman 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						Consolidation of KS1.					
Spelling Year 2 REFER TO SPELLING SHED SCHEME	dge	ge	g make j sound	c make s	kn gn	Challe nge words	wr	le	el	al	il	Challe nge words	y makes igh	es	-ed	er and est	ing	Ch alle nge words	er, est and ed	Ing	ed	o make s or	o make s u	Challe nge words	ey makes ee	a makes o	or and ar make er/or	si and s makes zh	ment and ness	ful and less	Homo phone	Homo phone	tion	Apostr ophe for contra ction	Apostr ophe for posses sion	Challe nge words

Reading		Writing transcript		Vocabulary, Punctuation and Grammar		Handwriting	
PHONICS AND DECODING	COMPREHENSION						
- 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 - 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 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.	- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl’s book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements - apply spelling rules and guidance - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far WRITING COMPOSITION - develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.	- develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.	- form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write 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.			

English Long-term Overview YEAR 2 - Cycle B

	Term 1						Term 2						Term 3						Term 4						Term 5						Term 6					
Topic	The Stories People Tell (Myths & Legends) The Big Freeze (Brrr it's cold!)												Structures All Around Us (Buildings)												Water World Let's Go On Holiday (The Places People Go)											
Recommended RFP	See EB Reading Spine																																			
Suggested texts																																				
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	
Suggested texts	Pattern and Rhyme Well known rhymes.		Myths and legends around the world.		Anita and the Dragons??		Pattern and Rhyme		David Attenborough Antartica		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/ Diary		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						Consolidation of KS1.					
Spelling Year 2 REFER TO SPELLING SHED SCHEME	dge	ge	g make j sound	c make s	kn gn	Challe nge words	wr	le	el	al	il	Challe nge words	y makes igh	es	-ed	er and est	ing	Ch alle nge e words	er, est and ed	Ing	ed	o make s or	o make s u	Challe nge words	ey makes ee	a makes o	or and ar make er/or	si and s makes zh	ment and ness	ful and less	Homo phone	Homo phone	tion	Apostr ophe for contra ction	Apostro phe for possess ion	Challen ge words

Reading		Writing transcript		Vocabulary, Punctuation and Grammar		Handwriting	
PHONICS AND DECODING	COMPREHENSION						
- 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 - 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 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.	- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl’s book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements - apply spelling rules and guidance - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <u>WRITING COMPOSITION</u> - develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - 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write 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.			