

## English Overview – Year 2 2023-2024

Term	Autumn 1 - 8 weeks	Autumn 2 – 7 weeks	Spring 1 – 5 weeks	Spring 2 – 5 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
Topic	All about me!	Destination outer space!	Never smile at a crocodile!	Mixtures and Medicines.	I do like to be beside the seaside!	Is plastic fantastic?
Text:	Wonder When Cookie Crumbled	Toys in Space Little People Big Dreams Neil Armstrong Mae Jamison	The Enormous Crocodile	George's Marvellous Medicine	The Sea Saw Poetry – Ceila Warren The Secret of Black Rock	A planet full of Plastic Rosie Reveer The Whale's Tale
Genre coverage	All about me – report - 3 weeks Comparative sentences/instruction – 3 weeks Poetry – All about me – 1 week	Setting description – 3 weeks Comparative writing – 3 weeks Winter poetry – 1 week	Non-fiction crocodile report – 2 weeks Fiction – alternative story – 3 weeks	Character descriptions – 3 weeks Instructions – 2 weeks	Story – lost toy -10 sessions Poems – 7 sessions Poster/Descriptions -8 sessions	Invention – 11 sessions Trip recount – 4 sessions Dialogue – 8 sessions
Grammar and punctuation	Write and punctuate simple and compound sentences using the connectives and, and but  Secure the use of full stops and capital letter  Subordination for reason – because  Select verbs to complete sentences.  Identify and select nouns to complete sentences  Generate select and effectively use adjectives.	Say, write and punctuate simple and compound sentences using the joining words so and or.  Use sentences with different forms questions and exclamations.  Use subordination for time – when.  Use subordination conjunction – that in oral sentences.  Use commas to separate items in a list.  Generate select and effectively use verbs.  Explore the progressive form of verbs in the past tense orally and in writing to mark actions in progress he was singing, they were.  Use past tense accurately and consistently  Generate select and effectively use nouns Edit and improve writing strengthening the use of adjectives to create simple noun phrases.	Edit and improve simple compound sentences using the joining words and, but, so, or.  Use sentences with different forms, statements and commands  With prompting edit and improve own writing using full stops, capital letters, exclamation marks and question marks.  Use subordination for reason using if  Use commas in a list  Use the conjunction that in a written sentence  Independently edit and improve own writing strengthening the use of verbs and nouns.  Use present tense accurately and consistently for non-chronological reports and adverts.  Identify generate and effectively use noun phrases  Identify understand and select adverbs to complete noun phrases.	Edit and improve simple compound sentences using the joining words and, but, so, or.  Use and punctuate sentences with different forms, statements, commands, questions and exclamations.  Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.  Use apostrophes for contracted forms.  Use subordination time using before and after. For reason using because and if  Use subordination conjunction that in sentences and use these in non-fiction writing.  Explore the progressive forms of verbs in the past tense orally and in writing.  Independently edit and improve own writing strengthening the use of tense  Identify generate and use verbs  Identify generate and effectively use noun phrases	Edit and improve simple compound sentences using the joining words and, but, so, or.  Use and punctuate sentences with different forms, statements, commands, questions and exclamations.  Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.  Use subordination time using when, before and after.  Subordination for reason using because and if  Use commas to separate items in a list  Use apostrophes for contracted forms  Explore the progressive forms of verbs in the present tense to mark actions in progress  Independently edit and improve own writing strengthening the use of noun  Identify generate and effectively use verbs and noun phrases	Edit and improve simple compound sentences using the joining words and, but, so or.  Use and punctuate sentences with different forms, statements, commands, questions and exclamations.  Independently edit and improve own writing using full stops, capital letters, exclamation marks and question marks.  Use subordination time using when, before and after.  Subordination for reason using because and if  Use commas to separate items in a list  Use apostrophes for contracted forms  Explore the progressive forms of verbs in the present tense to mark actions in progress  Independently edit and improve own writing strengthening the use of noun  Identify generate and effectively use verbs and noun phrases.

	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To form lower case letters of the correct size, relative to one another.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.	To write capital letters and digits of the correct size, orientation and relationship  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.
<b>Phonics and grammar</b>	Level 5 Floppy phonics - 8 weeks  Book 25 ai -ay eigh -ey a a-e -ae -ea ee e -y ey ea e-e -ie  Book 26 igh i -y ie i-e oa ow o oe o-e ough -eau  Book 27 s -ss -se -ce ce ci cy sc -st- e -ea  Book 28 j ge gi gy ge -dge le -el al -il  Book 29 ue u ew u-e eu oo u-e -o -ou -ough ue -ew -ui -u  Book 30 oi oy ow ou -ough or -our aw au al war quar  Book 31 ur ir er ear wor u o -ou our ar a al	Level 5 Floppy phonics - 7 weeks  Book 32 -si -ge w wh -u f -ff ph -gh  Book 33 ch k sh igh ee ou oa a ai wa o alt o  Book 34 ch -tch chu/ -tresh ch -ti -ci -ssi, sci, g gu -gue gh  Book 35 ear eer -ere -ier air -are -ear -ere n -nn kn gn r -rr wr rh  Book 36 m mm -mb -mn c k -ck ch qu -que or ore -our oor oar aw au al -augh ough  2 weeks writing consolidation of the taught graphemes	Phase 6 - 5 weeks  Common Exception Words  Homophones to, two, too, there, their, they're, were, we're, wear, where  sound spelt 'kn' and 'gn' and wr at the beginning of words  Commas in a list and within expanded noun phrases  Present and past tense just add ing/ed	Phase 6 - 5 weeks  Homophones hear/here, one/won, sun/son – near homophones  Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)  /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant The /l/ or /əl/ sound spelt '-al' at the end of words  Adding endings '-ing', '-ed', to words ending in 'e' with a consonant before it	Phase 6 - 7 weeks  Adding '-ing', '-ed', to words of one syllable ending in a single consonant after a single vowel – double the last letter  /ɒ/ spelt 'a' after 'w' and 'qu'  The /ɜ:/ sound spelt 'or' after 'w'  Adding '-es' to nouns and verbs ending in 'y'  The possessive apostrophe (singular nouns)  Adding suffixes '-ful', '-less' and '-ly'  Comparative nouns adding er and est	Phase 6 - 7 weeks  The /ɔ:/sound spelt 'a' before 'l' and 'll' The /ɜ:/ sound spelt 'ar' after 'w'  Adding endings '-ing', '-ed', words ending in '-y'  Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)  Suffixes '-ment' and '-ness'  Words ending '-tion'  Common Exception Words
<b>Handwriting</b>	Pencil control – correct grip  Long ladders l,i,t,u,j,y  Long ladders capital letters  One armed robots r, b, n, h, m, k, p  One armed robots capital letters  Curly caterpillars c, a, d, o, s, g  Curly caterpillars capital letters	Zig zag letters z, v, w, x  Zig zag capital letters  Recap long ladders and capitals  Recap one armed and capitals  Recap caterpillars and capitals  Recap zig zag and capital letters  Ascenders, descenders, regular letters	Introducing joins at, all  Joins th, ch  Joins ch, cl  Joins in, im  Joins cr, tr, dr	Joins lp, mp  Joins id, ig  Joins nd, ld  Joins ng, ee  Joins ai, ay	Joins ime, ine  Joins one, ome  Joins oa, og  Joins wa, wo  Joins ol, ot  Joins wh, oh  Joins of, if	Joins eel, eet  Joins ice, ide  Joins ow, ou  Joins oy, oi  Joins oa, ode  Joins ir, ur, er  Joins or, oor

Writing composition	<p>Discuss and plan what they are going to write</p> <p>Orally rehearse each sentence prior to writing including simple and compound sentences.</p> <p>Identify purpose of writing.</p> <p>Edit and improve own writing.</p> <p>Evaluate their own writing with support</p> <p>Proof read to check for errors.</p> <p>Read aloud their writing taking note of punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Edit improve own writing with some sign posting from the teacher.</p> <p>Begin to use peer evaluation</p> <p>Proof read to check for errors in grammar, spelling and punctuation including the correct form of verbs</p> <p>Read aloud their writing with intonation taking note of punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.</p>	<p>Discuss and plan what they are going to write</p> <p>Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss that language and organisational features of the writing genre</p> <p>Edit and improve own writing in relation to order and purpose.</p> <p>Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.</p> <p>Proof read to check for errors in grammar spelling punctuation to make the meaning clear.</p>
Whole class guided reading	<p>Predict – Mr Wolf's Pancakes</p> <p>Vocabulary – The Adventures of the Egg Box Dragon</p> <p>Inference – Goldilocks and the Three Bears</p> <p>Sequence – The Gingerbread Man</p> <p>Visualise - The Tear Thief</p> <p>Question – The Invisible</p> <p>Retrieval – Lost and Found</p>	<p>Think Like An Astronaut</p> <p>La Luna and Space Monkey</p> <p>Look inside space</p> <p>Neil Armstrong and the Moon Landing</p> <p>If you had a Party on the Moon</p>	<p>Australia – Where on Earth?</p> <p>Coral reef</p> <p>The Koala who could</p> <p>Crocodile Tears</p> <p>Meet Captain Cook</p>	<p>George's Marvellous Medicine</p>	<p>The Storm Whale</p> <p>The Big Book of the Blue</p> <p>The Snail and the Whale</p> <p>The Boy Who Unplugged the Sea</p> <p>The Seaside Now and Then</p>	<p>Somebody swallowed Stanley</p> <p>The Tale of the Toothbrush</p> <p>David Attenborough</p> <p>Big Dreams Ernest Shackleton</p> <p>Clean up – Nathan Byron</p>
Reading List		<p>Here we are – Oliver Jeffers</p> <p>Look Up – Nathan Bryon</p> <p>Planet Awesome – Stacy Mcanulty</p> <p>The Queen's lift off – Steve Anthony</p> <p>We are the Apollo 11 crew – Zoe Tucker</p>	<p>Wombat Goes Walkabout – Michael Morpurgo</p> <p>Koala eats gum leaves – Laura and Philip Bunting</p> <p>Joey to Kangaroo – Life cycles</p>		<p>No Nancy No – Alice Tait</p> <p>The Sea Below my Toes – Charlotte Guillian</p> <p>Blob Fish – Olaf Falafel</p> <p>The Girl and the Mermaid – Hollie Hughes</p> <p>Boo! A Fishy Mystery – Kate Read</p> <p>By the Sea – Judith Homoki</p> <p>Look What I Found by the Seaside – Moira Butterfield</p>	<p>Clem and Crab – Fiona Lumbers</p> <p>The Whale Who Wanted More – Rachel Bright</p>

## National curriculum 2023-24 Year 2

## Reading

- 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.

## Writing



- 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. • Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## Appendix 1 - Spelling year 2

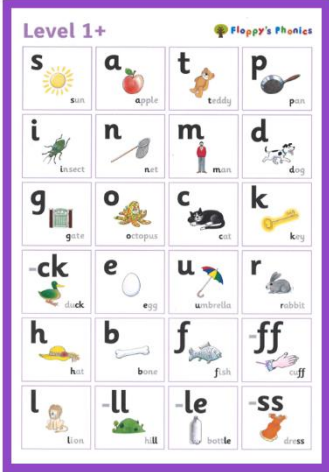
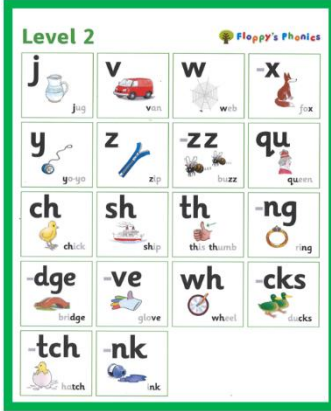
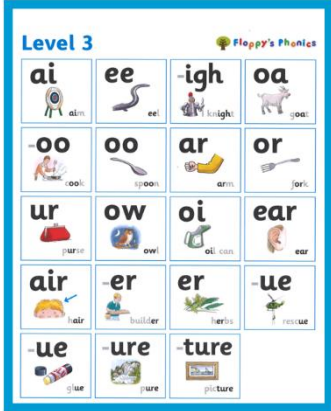

- spells alternative phonemes: ge, dge, (The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y) c, (The /s/ sound spelt c before e, i and y)
- g, k (The /n/ sound spelt kn and (less often) gn at the beginning of words), wr (The /r/ sound spelt wr at the beginning of words) el, (The /l/ or /əl/ sound spelt –el at the end of words) or, (The /ɜ:/ sound spelt or after w)
  - a, (The /ɔ:/ sound spelt a before l and ll) a (The /ɔ:/ sound spelt ar after w) s, (The /z/ sound spelt s – television)
- spells words with the ending –il (relatively few e.g. nostril, pencil, fossil compared to other taught and easily confused endings with the /l/ or /əl/ sound spelt –le in table/apple; –el in camel/tunnel or –al in metal/pedal)
- mostly accurate spelling of common exception words may include door, because, mind, wild, climb, most, only, both, old, every, even, great, break, pretty, beautiful, after, fast, father, class, plant, path, hour, move, sure, sugar, eye, could, who, whole, any, clothes, busy, people water, again, half, money, Mr, Mrs, parents, Christmas
- spells more words with contracted forms where the apostrophe represents an omitted letter or letters (e.g. can't, didn't, hasn't. couldn't, it's, I'll)
- uses the possessive apostrophe (singular) e.g. the girl's book
- knows the difference in meaning between taught homophones and near-homophones e.g. there/their/they're, quite/quiet, here/hear, sea/see, one/won.
- mostly accurate spelling of words with taught suffixes where changes are needed to the root word. Statutory requirements:
  - adding –er, -ing, and - est to root word ending in y with a consonant before it (happy /happier/happiest)
  - adding –er, -ing and -est to a root ending in e with a consonant before it (hike/hiked/hiker)
  - adding –er, -ing and –est to single syllable words ending in a single consonant letter after a single vowel (doubling rule with exception of x which never doubles) e.g. pat/patting/patted, sad/sadder/saddest
  - adding –es to nouns ending in and verbs ending in y (flies, tries, copies, babies)
- spells words ending in –tion (station, fiction, motion, nation)
- is able to form and understand some longer words through the addition of suffixes (including: -ment, -ness, -ful, -less, -ly).

# Floppy's Phonics

## Vocabulary used in phonic lessons

- Phoneme – the sound you hear 
- Grapheme – the written representation of the sound/s (letter/s) 
- Segmenting – helping the children to write a word eg. c-a-t g-o-a-t
- Blending – reading a word by saying the sounds and blend

Reading books will match the phonics level taught in whole class teaching. Additional books will be used to provide breadth and balance. Any new starters will begin the Floppy's Phonics Scheme at a point suitable for them.

Level 1+ graphemes	Level 2 graphemes	Level 3 graphemes	Level 4 graphemes
 <p>Level 1+ Floppy's Phonics</p> <p>s sun, a apple, t teddy, p pan, i insect, n net, m man, d dog, g gate, o octopus, c cat, k key, -ck duck, e egg, u umbrella, r rabbit, h hat, b bone, f fish, ffuff, l lion, -ll hill, -le bottle, -ss dress</p>	 <p>Level 2 Floppy's Phonics</p> <p>j jug, v van, w web, -x fox, y yoyo, z zip, -zz buzz, qu queen, ch chick, sh ship, th thumb, -ng ring, -dge bridge, -ve glove, wh wheel, -cks ducks, -tch hatch, -nk ink</p>	 <p>Level 3 Floppy's Phonics</p> <p>ai ain, ee eel, -igh night, oa goat, -oo ook, oo spoon, ar arm, or fork, ur urine, ow owl, oi coin, ear ear, air hair, -er er, er herbs, -ue rescue, -ue glue, -ure pure, -ture picture</p>	 <p>Level 4 Floppy's Phonics</p> <p>-ay ray, oy toy, ea eat, -ie pie, ow low, ew newspaper, -ew screw, ou mouth, ir iron, aw lawn, eer deer, -are scarecrow, -ce dice, -ea bread, o onion, -ed dropped, raised</p>
<p>Level 1+ helpful words</p> <p>little to ten I of no the go into</p>	<p>Level 2 helpful words</p> <p>he she me we was you they all are her off when six seven have the to I no go into</p>	<p>Level 3 helpful words</p> <p>be my sister too why sky again look</p>	<p>Level 4 helpful words</p> <p>said like come were so do some there one when out what mother three looked brother</p>

## Level 5 graphemes

a-e 	ae 	ea 	a 	i-e 	y 	i 	se 	ce 	ge 	ge 	el 	
eigh 	ey 	y 	e-e 	eau 	oe 	ough 	sc 	st 	al 	il 		
ey 	e 	ie 		ou 	o 	o-e 						
u 	u-e 	eu 	ough 	our 	au 	ear 	wor 	ou 	s 	si 	ge 	
u-e 	o 	ou 				our 	re 	al 				
ough 	ui 	u 	al 	war 	quar 				u 	ph 	gh 	
ch 	ie 	ow 	ch 	ti 	ci 	ere 	ier 	ear 	mb 	mn 	ch 	qu 
			ssi 	sci 	gu 	ere 	kn 	gn 	que 	ore 	oor 	oar 
a 	a 		gue 	gh 		wr 	rh 		augh 	ough 		

## Level 5 helpful words

their	where
asked	nine
because	call
does	here
people	which
could	try
ask	Mrs
shoes	would
Mr	our
four	should
cry	father
liked	five
ball	Oh no
two	who
called	eight
small	goes