

English Overview – Year 2 2024-2025

Term	Autumn 1 - 8 weeks	Autumn 2 – 7 weeks	Spring 1 – 5 weeks	Spring 2 – 6 weeks	Summer 1 – 5 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:	We're all Wonders When Cookie Crumbled Poetry	Toys in Space Little People Big Dreams Neil Armstrong Mae Jamison	The Enormous Crocodile Poetry	George's Marvellous Medicine Poetry	The Sea Saw The Secret of Black Rock Seaside poetry	A planet full of Plastic The Whale's Tale
Genre coverage	All about me – report Comparative sentences/instruction Poetry – All about me	Setting description Comparative writing Space poetry	Non-fiction crocodile report Fiction – alternative story	Character descriptions Instructions	Story – lost toy Poems Poster/Descriptions	Invention Trip recount
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.

	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters</p>	<p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>
Phonics and grammar	<p>Level 5 Floppy phonics - 8 weeks</p> <p>Book 25 ai -ay eigh -ey a a-e -ae -ea ee e -y ey ea e-e -ie</p> <p>Book 26 igh i -y ie i-e oa ow o oe o-e ough -eau</p> <p>Book 27 s -ss -se -ce ce ci cy sc -st- e -ea</p> <p>Book 28 j ge gi gy ge -dge le -el al -il</p> <p>Book 29 ue u ew u-e eu oo u-e -o -ou -ough ue -ew -ui -u</p> <p>Book 30 oi oy ow ou -ough or -our aw au al war quar</p> <p>Book 31 ur ir er ear wor u o -ou our ar a al</p>	<p>Level 5 Floppy phonics - 7 weeks</p> <p>Book 32 -si -ge w wh -u f -ff ph -gh</p> <p>Book 33 ch k sh igh ee ou oa a ai wa o alt o</p> <p>Book 34 ch -tch chu/ -tresh ch -ti -ci -ssi, sci, g gu -gue gh</p> <p>Book 35 ear eer -ere -ier air -are -ear -ere n -nn kn gn r -rr wr rh</p> <p>Book 36 m mm -mb -mn c k -ck ch qu -que or ore -our oor oar aw au al -augh ough</p> <p>Common Exception Words</p> <p>Homophones to, two, too, there, their, they're, were, we're, wear, where</p>	<p>Phase 6 – 6 weeks</p> <p>Homophones to, two, too, there, their, they're, were, we're, wear, where</p> <p>Sound spelt 'kn' and 'gn' and wr at the beginning of words</p> <p>Commas in a list and within expanded noun phrases</p> <p>Present and past tense just add ing/ed</p> <p>Homophones hear/here, one/won, sun/son – near homophones</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p>	<p>Phase 6 - 6 weeks</p> <p>Common Exception Words</p> <p>/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</p> <p>Adding endings '-ing', '-ed', to words ending in 'e' with a consonant before it</p> <p>Adding '-ing', '-ed', to words of one syllable ending in a single consonant after a single vowel – double the last letter</p> <p>/b/ spelt 'a' after 'w' and 'qu'</p> <p>The /3:/ sound spelt 'or' after 'w'</p>	<p>Phase 6 - 5 weeks</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Comparative nouns adding er and est</p>	<p>Phase 6 - 8 weeks</p> <p>The /ɔ:/sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Adding endings '-ing', '-ed', words ending in '-y'</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Suffixes '-ment' and '-ness'</p> <p>Words ending '-tion'</p> <p>Common Exception Words</p>
Handwriting	<p>Pencil control – correct grip</p> <p>Long ladders l,i,t,u,j,y</p> <p>Long ladders capital letters</p> <p>One armed robots r, b, n, h, m, k, p</p> <p>One armed robots capital letters</p> <p>Curly caterpillars c, a, d, o, s, g</p> <p>Curly caterpillars capital letters</p>	<p>Zig zag letters z, v, w, x</p> <p>Zig zag capital letters</p> <p>Recap long ladders and capitals</p> <p>Recap one armed and capitals</p> <p>Recap caterpillars and capitals</p> <p>Recap zig zag and capital letters</p> <p>Ascenders, descenders, regular letters</p>	<p>Introducing joins at, all</p> <p>Joins th, ch</p> <p>Joins ch, cl</p> <p>Joins in, im</p> <p>Joins cr, tr, dr</p>	<p>Joins lp, mp</p> <p>Joins id, ig</p> <p>Joins nd, ld</p> <p>Joins ng, ee</p> <p>Joins ai, ay</p>	<p>Joins ime, ine</p> <p>Joins one, ome</p> <p>Joins oa, og</p> <p>Joins wa, wo</p> <p>Joins ol, ot</p> <p>Joins wh, oh</p> <p>Joins of, if</p>	<p>Joins eel, eet</p> <p>Joins ice, ide</p> <p>Joins ow, ou</p> <p>Joins oy, oi</p> <p>Joins oa, ode</p> <p>Joins ir, ur, er</p> <p>Joins or, oor</p>



Writing composition	Discuss and plan what they are going to write	Discuss and plan what they are going to write	Discuss and plan what they are going to write	Discuss and plan what they are going to write	Discuss and plan what they are going to write	Discuss and plan what they are going to write
	Orally rehearse each sentence prior to writing including simple and compound sentences.	Orally rehearse every sentence before writing including those that have been extended.	Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.	Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.	Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.	Drawing on sentence structures from known texts orally rehearse every sentence before writing including those that have been extended.
	Identify purpose of writing.	Identify purpose and audience for writing.	Identify purpose and audience for writing.	Identify purpose and audience for writing.	Identify purpose and audience for writing.	Identify purpose and audience for writing.
	Edit and improve own writing.	Edit improve own writing with some sign posting from the teacher.	Identify purpose and audience for writing.	Identify purpose and audience for writing.	Identify purpose and audience for writing.	Identify purpose and audience for writing.
	Evaluate their own writing with support	Begin to use peer evaluation	Discuss that language and organisational features of the writing genre	Discuss that language and organisational features of the writing genre	Discuss that language and organisational features of the writing genre	Discuss that language and organisational features of the writing genre
	Proof read to check for errors.	Proof read to check for errors in grammar, spelling and punctuation including the correct form of verbs	Edit and improve own writing in relation to order and purpose.	Edit and improve own writing in relation to order and purpose.	Edit and improve own writing in relation to order and purpose.	Edit and improve own writing in relation to order and purpose.
	Read aloud their writing taking note of punctuation to make the meaning clear.	Read aloud their writing with intonation taking note of punctuation to make the meaning clear.	Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.	Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.	Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.	Evaluate their writing with adults and peers reflecting on how well it has met its purpose and the effect on the audience.
			Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.	Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.	Proof read to check for errors in grammar spelling and punctuation to make the meaning clear.	Proof read to check for errors in grammar spelling punctuation to make the meaning clear.
Whole class guided reading	Predict – Mr Wolf’s Pancakes	Think Like An Astronaut	Australia – Where on Earth?	George’s Marvellous Medicine	The Storm Whale	Somebody swallowed Stanley
	Vocabulary – The Adventures of the Egg Box Dragon	La Luna and Space Monkey	Coral reef		The Big Book of the Blue	The Tale of the Toothbrush
	Inference – Goldilocks and the Three Bears	Look inside space	The Koala who could		The Snail and the Whale	Big Dreams David Attenborough
	Sequence – The Gingerbread Man	Neil Armstrong and the Moon Landing	Crocodile Tears		The Boy Who Unplugged the Sea	Big Dreams Ernest Shackleton
	Visualise - The Tear Thief	If you had a Party on the Moon	Meet Captain Cook		The Seaside Now and Then	Clean up – Nathan Byron
	Question – The Invisible					
	Retrieval – Lost and Found					

Other suggested Reading List		Here we are – Oliver Jeffers	Wombat Goes Walkabout – Michael Morpurgo		No Nancy No – Alice Tait	Clem and Crab – Fiona Lumbers
		Look Up – Nathan Bryon	Koala eats gum leaves – Laura and Philip Bunting		The Sea Below my Toes – Charlotte Guilliaian	The Whale Who Wanted More – Rachel Bright
		Planet Awesome – Stacy Mcanulty			Blob Fish – Olaf Falafel	
		The Queen’s lift off – Steve Anthony	Joey to Kangaroo – Life cycles		The Girl and the Mermaid – Hollie Hughes	
		We are the Apollo 11 crew – Zoe Tucker			Boo! A Fishy Mystery – Kate Read	
					By the Sea – Judith Homoki	
					Look What I Found by the Seaside – Moira Butterfield	
					The Wide Wide Sea - Anna Wilson	
					Else B. in the Sea – Jeanne Walker Harvey	
					Beasts from the Deep – Matt Ralph	
					Dive, Dive into the Night Sea – Thea Lu	

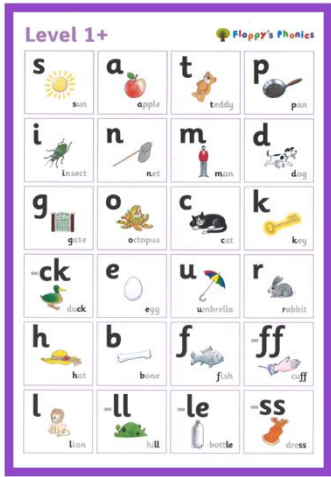
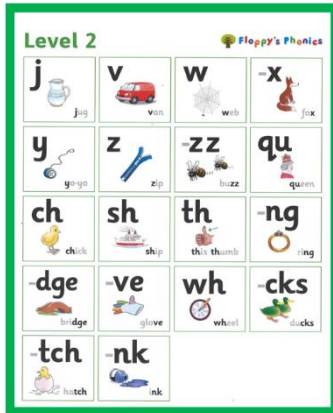
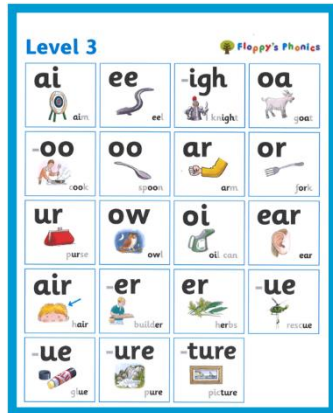

National curriculum Year 2	
Reading	Writing
<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes 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. • Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • 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.
<p>Appendix 1 - Spelling year 2</p> <ul style="list-style-type: none"> • 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 /ʒ/ 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+ graphemes grid showing various letter combinations and their corresponding words (e.g., s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, le, ss).</p>	 <p>Level 2 graphemes grid showing various letter combinations and their corresponding words (e.g., j, v, w, x, y, z, zz, qu, ch, sh, th, ng, dge, ve, wh, cks, tch, nk, hatch, ink).</p>	 <p>Level 3 graphemes grid showing various letter combinations and their corresponding words (e.g., ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, er, ue, ue, ure, ture, glue, pure, picture).</p>	 <p>Level 4 graphemes grid showing various letter combinations and their corresponding words (e.g., ay, oy, ea, ie, ow, ew, ew, ou, ir, aw, eer, are, ce, ea, o, ed, choice, bread, action, dropped, raised).</p>
Level 1+ helpful words	Level 2 helpful words	Level 3 helpful words	Level 4 helpful words
<p>little to</p> <p>ten I</p> <p>of no</p> <p>the go</p> <p>into</p>	<p>he she me</p> <p>we was you</p> <p>they all are</p> <p>her off when</p> <p>six seven have</p> <p>the to I</p> <p>no go into</p>	<p>be my</p> <p>sister too</p> <p>why sky</p> <p>again look</p>	<p>said like come</p> <p>were so do</p> <p>some there one</p> <p>when out what</p> <p>mother three looked</p> <p>brother</p>

Level 5 graphemes

a-e 	ae 	ea 	a 	i-e 	y 	i 	se 	ce ci cy   	ge gi gy   	ge 	el 	
eigh 8 	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 		al 	war quar  	our 	re 	al 				
ough 	ui 	u 				a 	ough 		u 	ph 	gh 	
ch /ch/  /sh/  /k/ 	ie /igh/  /eel/ 	ow /ou/  /oa/ 	ch 	ti 	ci 	ere 	ier 	ear 	mb 	mn 	ch 	qu 
a /a/  /ol/  /ol/ 	a /a/  /or/ 		ssi 	sci 	gu 	ere 	kn 	gn 	que 	ore 	oor 	oar 
			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