

Stelling Minnis CE Primary School – English Overview			Year 2		Year A & B	
	Term 1 & Term 2		Term 3 & Term 4		Term 5 & Term 6	
Year A (Even Year Start) Texts and Writing Text Types	Wildlife The Hodgeheg (CLPE) Text Types: Information Text Letters	Kings and Queens Halibut Jackson (CLPE) Text Types: Narrative	Recycling Ten things I can do to help my world (CLPE) Text types: Persuasive Writing	China Poems to Perform Text types: Poetry	Evolution Moth – an Evolution Story (CLPE) Text Types: Narrative	The seaside The Storm Whale The Secret of Black Rock (CLPE) Text Types: Narrative
Year B (Odd Year Start) Texts and Writing Text Types	Toys Traction Man (CLPE) <u>Text types:</u> Narrative	Weather Winter Sleep (CLPE) <u>Text types:</u> Information Text Poetry	Our School Beegu (CLPE) <u>Text types:</u> Narrative	Africa Lila and the Secret of Rain (CLPE) <u>Text types:</u> Persuasive Writing	The Local Area Claude in the City (CLPE) <u>Text types:</u> Newspaper Report	Famous People The Jolly Postman CLPE <u>Text types:</u> Letters
Phonics Phase 1 – Continuous through phase 2-5 Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes.	Phase 5 Revision Secure the reading and spelling of words containing different spellings for phonemes / different pronunciations of graphemes. Recognise vowel digraphs in words e.g. leaf, road. Move to Spelling					

Explore and experiment with sounds and words						
Spelling No Nonsense Spelling Scheme	Terms 1 & 2 Revisit Phase 5 GPCs as required by pupils Homophones Year 2 phonics • The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’. • The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ • The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words	Common exception words /aɪ/ sound spelt ‘i’ in common exception words Strategies at the point of writing Segmentation • Using a GPC chart • Using spelling journals, word banks, the environment, a working wall. • Word sort • Which one looks right? Proofreading After writing	Terms 3 & 4 Revisit The // or /ə/ sound spelt ‘-le’ at the end of words Homophones and near homophones possessive apostrophe (singular nouns) Apostrophe for contractions Year 2 phonics The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’	Common exception words Suffixes Adding endings ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’, ‘-less’ and ‘-ly’ Words ending in ‘-tion’ Strategies at the point of writing • Use dictionary	Terms 5 & 6 Possessive apostrophe (singular nouns) Homophones Year 2 phonics The // or /ə/ sound spelt ‘-el’ at the end of words The // or /ə/ sound spelt ‘-al’ at the end of words The // or /ə/ sound spelt ‘-il’ at the end of words (unusual spelling) The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /ʌ/ sound spelt ‘o’ The /ɜ:/ sound spelt ‘or’ after ‘w’	Common exception words All Year 2 words not taught so far Suffixes Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’, Strategies at the point of writing Teach using analogy to spell a word you don’t know Proofreading After writing, Use a reliable source to check their spelling at the proofreading stage. •
Grammar	Children should be able to write a compound sentence with punctuation and extra detail.					

<p>Dictate simple sentences by the teacher to rehearse spellings and punctuation taught throughout the year.</p>	<p>Revise capital letters and full stops. Revise capitals for names including places. Commas in lists of nouns. Coordinating conjunctions (and, but, or) Revise nouns including plural nouns Past and present tense</p>	<p>Present progressive tense. Revise Coordinating conjunctions (and, but, or) Revise nouns Adjectives Revise question marks. Past and present tense</p>	<p>Past progressive tense Capital letters for days of the week. Introduce commands and exclamation marks. Subordinating conjunctions (when, if, that, because) Revise plural nouns Introduce contraction Introduce future tense</p>	<p>Subordinating conjunctions (when, if, that, because) Revise nouns, adjectives Revise commands and exclamation marks. Revise commas in lists. Revise future, present, past tenses</p>	<p>Revise coordinating and subordinating conjunctions Introduce commas in list of adjectives Revise full stops, question and exclamation marks. Revise capital letters. Revise nouns, adjectives and pronoun I.</p>	<p>Revise all previous learning Check key objectives Children should be able to write a compound sentence with punctuation and extra detail.</p>
<p>Writing</p>	<p>Composition</p> <p>Composition Write narratives about personal experiences and those of others (real and fictional) Orally rehearse structured sentences or sequences of sentences Proof-read to check for errors in spelling, grammar and punctuation Reread to check for sense and especially check that verbs are consistently correct. Write for different purposes, including real events Write poetry Plan and discuss the content of writing and write down ideas and key words including new vocabulary Evaluate writing independently, with peers and with teacher and make revisions. Read aloud writing using appropriate intonation to make meaning clear.</p>					
<p>Handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 un-joined. <p><i>(This may refer to a handwriting programme such as Nelson, rather than fully cursive script. If your school uses the latter, the only un-joined letters would be capital letters. If your school handwriting policy requires that pupils begin to join letters at an earlier stage, follow your preferred policy. Consider how well your pupils are able to successfully master what you are expecting of them at each stage, so that the writing process does not become a barrier to enjoyment and success.)</i></p>					

	<ul style="list-style-type: none"> • 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
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Reading	<p>During Y2, children’s confidence to use their phonic skills is growing rapidly. We aim to improve their fluency, so that they do not need to segment and blend many words as they read. Children can usually check the sense of the text as they read and can re-read when it does not make sense. Our Y2 pupils are introduced to a wider range of texts, including some classic poetry and some longer books such as chapter books.</p> <p><i>There may need to be adjustments in AY 2020/ 2021 based on reduced exposure to reading readiness skills in Year 1</i></p>
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Reading Progression	<p>Decoding and Word Reading</p> <p>Read accurately by blending sounds in words that contain the graphemes taught. Recognise and read alternative sounds for graphemes. Read accurately words of 2 or more syllables that contain the taught GPCs. Read words containing common suffixes. Read aloud books closely matched to their</p>	<p>Fluency and Phrasing</p> <p>Apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (purple/gold band or equivalent) Read unfamiliar words containing all common graphemes, accurately and without undue hesitation. Recite familiar poems by heart.</p>	<p>Literal Understanding and Retrieval</p> <p>Begin to scan for key words in text order, to locate answers. Begin to analyse the wording of a question to choose what to look for. Sometimes find answers where the question word does not match the text word. Learn to navigate different paragraphs of information texts, locating the most suitable by reading subheadings</p>	<p>Inferential Reading Skills</p> <p>Make some inferences answering how and why questions which may reach beyond the text. Predict what might happen next, on the basis of what has been read so far. Explain their understanding of what has been read to them, beyond that which is explicitly stated. Learn about cause and effect eg. What has</p>	<p>Response to Texts</p> <p>Develop pleasure in reading by listening to, discussing and expressing views about a wide range of texts including contemporary and classical poetry, stories and non-fiction at a level beyond independent reading ability. Participate in discussion about texts that are read to them and those they read for themselves,</p>
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	<p>improving phonic knowledge, sounding out unfamiliar words accurately and automatically, including those with more challenging vocabulary.</p>	<p>Read many common exception words automatically by sight. Read most words quickly and accurately when they have been frequently encountered, without overt sounding out and blending. Read for meaning, checking the text makes sense and correcting inaccurate reading. Use expression appropriately to support meaning of sentences, including those which use subordination.</p>	<p>or visual clues, to retrieve solutions. Read and recite a repertoire of poems, including classical poetry. Draw on vocabulary knowledge to understand texts and solve problems. Check the text makes sense as they read. Know and recognise simple recurring literary language in stories and poetry. Talk about favourite words and phrases.</p>	<p>prompted a character's behaviour. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>taking turns and listening to others. Discuss the sequence of events in books and how they are related to each other. Retell orally some stories including fairy tales and traditional tales. Talk about how different items of information in non-fiction texts are related. Recognise simple recurring literary language. Discuss favourite words and phrases to clarify meanings and link new meanings to known vocabulary.</p>
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