

Year 2 English Curriculum Overview

This plan outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language.



	Term 1	Term 2	Term 3		
Narrative					Ongoing Language Skills
Grammar to include	Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command Co-ordination: using conjunctions (and, or, but) to join simple sentences; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.	Using conjunctions 'and', 'or', 'but' to join sentences; using 'when', 'because', 'if', 'where' etc. to create subordinate clauses; demarcating sentences using capital letters, full stops, question or exclamation marks Using adjectives to describe nouns; using conjunctions 'and', 'or', 'but' to join sentences; using conjunctions (when, if, because) to add subordinate clauses	Identifying and using sentences with different forms; using and distinguishing past and present tense; learning how to use familiar and new punctuation Using past tense consistently; using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases; using familiar and new punctuation correctly		Revision/consolidation of Y1 Objectives And: Word Structure Formation of nouns using suffixes such as <i>-ness, -er</i> Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs
Narrative	Traditional Tales - Fairy Tales Mr Wolf's Pancakes The Lighthouse Keeper Series	Familiar / Traditional Tales / myths (creation stories) Well-loved Stories / Books by Well-known Authors	Stories with recurring literary Classic Tales from a range of cultures		Sentence structure
Suggested final written outcome	<i>Write a re-telling of a traditional story.</i>	<i>Use a familiar story as a model to write a new story.</i> <i>Write a creation myth based on ones read</i>		<i>Work based upon R.Dahl- The Twits</i>	Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)
Non Narrative					Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)
Grammar to include	Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command	Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; using conjunctions 'and', 'or', 'but' to join sentences; using 'when', 'because', 'if', 'where' etc. to create subordinate clauses	Learning how to use past and present tense correctly including the progressive form; learning how to use familiar and new punctuation Using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; punctuating questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology		Sentences Structure with different forms: statement, question, exclamation, command
Non Fiction	Recount	Instructions	Report Letters	Explanations Postcards / Letters	Information Texts
Suggested final written outcome	<i>Write first person recounts re- telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person Assemble</i>	<i>Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.</i>	<i>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate (to create the report)</i> <i>Letters around the topic</i>	<i>Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation</i> <i>Letters / Postcards based on Tamworth and current affairs.</i>	<i>Around the topic of staying healthy.</i>
					Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)
Poetry					Punctuation
Grammar to include	Using expanded noun phrases to describe and specify, e.g. adjectives to describe	Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; using and understand	Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; using and understand grammar terminology; using 'when', 'if',		Use of capital letters, full stops, question marks and exclamation marks to

	nouns; using and understand grammar terminology		grammar terminology; using 'when', 'if', 'that', 'because' to create subordinate clauses		'that', 'because' to create subordinate clauses		demarcate sentences
Poetry	Vocabulary building (list poems)	Structure - calligrams	Vocabulary building Well known Poems	Structure - calligrams	Vocabulary building	Take one poet - poetry appreciation Children's own Choice	Commas to separate items in a list
Suggested final written outcome	<i>Read list poems. Write and perform own versions.</i>	<i>Write own calligrams (based on single words)</i>	<i>Read, write and perform free verse</i>	<i>Write own calligrams (shape poems)</i>	<i>Read, write and perform free verse</i>	<i>Personal responses to poetry Recite familiar poems by heart</i>	Apostrophes to mark contracted forms in spelling