

YEAR TWO, YEAR OVERVIEW, ENGLISH

Topics to be covered	Vocabulary, grammar and punctuation	Spelling	Comprehension	Composition	Anthology/Texts	British Values
9 th September – 25 th October	Using suffixes to form nouns Compound nouns Using suffixes to form adjectives	Words ending in -ge Words ending in -dge C before e, l and y Words beginning with kn- and gn- Words beginning with wr- Words ending in -le	Fairy tales	Traditional tales (1) <i>(Rapunzel)</i> Information writing Personal stories (1) <i>(Sulwe)</i>	Fairy tales Traditional tales Modern fiction	The Rule of Law: The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced. Each class has an agreed set of rules alongside the school rules which are prominently displayed. Children will work with the teacher to create their own class rules and make class posters.
4 th November – 20 th December	Using suffixes to form adverbs from adjectives Using suffixes in adjectives Co-ordinating conjunctions	Words ending in -el Words ending in -al Words ending in -il Words ending in -y Adding -es to words ending in -y	Traditional tales <i>(Aladdin)</i> and contemporary tales	Reports <i>(Japan)</i> Simple instructions <i>(Instructions)</i> Simple explanations Review all	Nonsense poetry Descriptive poetry <i>(Christmas poetry)</i> Word-play poetry	Democracy: In order to reflect the democratic values of our society, we encourage children to value the opinions of their own and this is accomplished through our School Council.

						The children will take part in an election process this term.
6 th January – 14 th February	Subordinating conjunctions Expanded noun phrases Sentence types: statements	Adding –ed to words ending in –y Adding –er or –est to root words ending in –y Adding –ing to root words ending in –y Adding new endings to root words ending in –e Adding new endings to one-syllable words with short vowel sounds.	Classic poetry	Poetry Stories from another culture (Dear Greenpeace) Recounts (Pizza Express)	Instruction texts Explanation texts	Individual Liberty: Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. Pupils are given the freedom to make choices in class.
24 th February – 28th March	Sentence types: questions Sentence types: exclamations Sentence types: commands	Spelling words with al or all The /u/ sound spelt o The /ee/ sound spelt ey The /o/ sound spelt a after w and qu	Word play	Information writing: fact files Explanation writing: healthy eating Stories set long ago (The crows tale) Non-chronological report	Non-chronological reports Diary recounts	Mutual Respect: Part of our school ethos and behaviour policy are based around core values such as ‘respect’ and ‘responsibility’ and these values determine how we live as a community at school. Assemblies promote personal qualities and

		The /er/ sound spelt or after w		(Famous woman- Mary Anning) Review all		values for life and are central to how we expect everyone to conduct themselves at our school. Children will take part in a class assembly.
22 nd April – 23 rd May	Present tense and past tense Progressive verb forms in the present tense and past tense Commas in lists	The /or/ sound spelt ar after w The /sh/ sound spelt s Adding the suffixes –ment, -ness, -ful, -less and –ly (1) Adding the suffixes –ment, -ness, -ful, -less and –ly (2) Apostrophes for contractions	Instructions and explanations	Poetry: animal rhymes Narrative (Jolly postman)	Fantasy fiction Fiction with a message Letters	Tolerance of Those of Different Faiths and Beliefs: This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. We celebrate the origin and cultures of all of our children and are keen to learn from them. We will learn about different religions in class.
2nd June –4th July	Apostrophes for omission	Apostrophes to show possession	Non-chronological reports	Contemporary tales (Traction Man)	Information texts	

	Apostrophes for possession	Words ending in -tion		Myths	Longer poems	
	Revision	Homophones (1)		Personal stories (2)		
		Homophones and near homophones		Review all		
		Homophones (2)				

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Language structure	Standard English	Vocabulary/ language structure	Punctuation	Subordinate clause word list
Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets	because after before as when as soon as if that Coordination Or But and

Year group	Word structure	Sentence structure	Text structure	Punctuation	Vocabulary
2	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p>Adverbs ‘ly’</p>	<p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command.</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling and possession</p>	<p>Verb tense (past, present)</p> <p>adjective</p> <p>noun</p> <p>suffix</p> <p>apostrophe</p> <p>comma</p>

CONTENTS

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding of ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EVALUATION CRITERIA

Reading skills 25%

Oral skills 25 %

Writing skills 25 %

Listening skills 25%

ASSESSMENT TOOLS

READING AND WRITING	ORAL AND LISTENING
Various classroom tasks. Varying activities to evaluate each student (textbook/ photocopiable worksheets/ written tests). Group work Interactive ICT activities. Collins workbooks.	Individual and collective questions Dialogue Oral presentations Oral test

METHODOLOGY

Communicative and active methodology along with class participation and demonstration.

There are five, one-hour lessons of English per week at Key Stage 1 in year 2. They are set out as follows: Day 1: Reading and Writing, Day 2: Vocabulary, grammar and punctuation, Day 3: Comprehension, Day 4 Composition, Day 5: Spelling, Anthology, reading – book reviews, class reader and develop pleasure for reading.