

Collingwood Primary School English Curriculum Overview: Year 2

Year 2	Autumn Term: What makes a hero?					
Context: entitlement & enrichment	In Year 1, children will have been introduced to adventure stories written by Olivier Jeffers and classic author Micheal Bond. This will be built upon and developed further through our specific focus of heroic and villainous characters. As part of this topic we dive deeper into subject specific vocabulary and drama. This will be supported by looking at real life heroes in Topic.			In Year 1, children will have been introduced to the traditional tale and twisted tale versions of The Three Little Pigs. This will be explored with an alternative viewpoint of the well known tale, Little Red riding Hood. As part of our topic we will read a range of meeting tales to support our understanding of the genre.		
Genre	Adventure stories Stories from a familiar setting	Stories by a significant author: instructions (assessment)	Poetry: rhyming	Stories by a Classic author: A Meeting Tale (assessment)	Traditional Tale: Letter to Persuade	Poetry: Shape
Linked texts	Traction Man	The Twits	The Owl and the Pussycat by Edward Lear	The Enchanted Wood	The Wolf's Story	Revolting Rhymes: Little Red Riding Hood and The Wolf
Key objectives: writing	<ul style="list-style-type: none"> Plan and say out loud what they are going to write about Writing down new ideas and key words Describe a setting by including time of day and weather. 	<ul style="list-style-type: none"> Sequential conjunctions Imperative language A goal is outlined -a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer Progressive 	<ul style="list-style-type: none"> Writing Each line begins with a capital letter and ends with a comma or full stop Include a title 	<ul style="list-style-type: none"> Writing down new ideas and key word, using new vocabulary - choosing new adjectives to help the reader picture the setting. Writing a descriptive narrative using capital letters full stops consistently <ul style="list-style-type: none"> Settings are described using one or two adjectives. It is evident which setting is being described 	<p>Brief introduction and conclusion. Written in past tense.</p> <p>Exposure to simple persuasive texts linked to children's experience with a three-part structure:</p> <ul style="list-style-type: none"> -An opening sentence or two inviting readers to do something, -A series of positive points to recommend 	<ul style="list-style-type: none"> Writing a shape poem Use adjectives to describe nouns Start to use a few descriptive details to describe a character

		form of verbs in the past and present tense			-A conclusion e.g. so come to... and buy some today. •Using sequencing techniques – time related words.	
	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes 			<ul style="list-style-type: none"> Write a narrative about the experiences of others 		
Key objectives: grammar	<ul style="list-style-type: none"> Use capital letters, full stops and question marks 	<ul style="list-style-type: none"> Use capital letters, full stops and exclamation marks 	<ul style="list-style-type: none"> sentences with different forms: command Use time conjunctions Imperative verbs are used to begin sentences Begin to use simple adverbs e.g. slowly, quickly, adding 'ly' Use simple noun phrases e.g. long stick <ul style="list-style-type: none"> Nouns: form nouns using suffixes and compounding 	<ul style="list-style-type: none"> Begin to use past tense Use expanded noun phrases 	<ul style="list-style-type: none"> Use question marks correctly Use commas in a list Coordinating conjunctions (and, or, but) Use simple adverbs e.g. <i>yesterday, today.</i> Use simple noun phrases e.g. <i>red shoes</i> Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention. 	<ul style="list-style-type: none"> Use of the suffixes –er, –est in adjectives

Key objectives: handwriting	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 					
Key objectives: reading	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • develop pleasure in reading by listening and expression views • continue to apply phonic knowledge and skills as the route to decode words 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words • discussing the sequence of events in books 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions 	<ul style="list-style-type: none"> • discussing their favourite words • answering and asking questions 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • participate in discussion about books 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, • discussing their favourite words
Key objectives: S & L	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers 		<ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> • give well-structured descriptions 	<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions in role play 	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary

Year 2	Spring Term: Frozen World				
Context: entitlement & enrichment	<p>n Year 1, children will have been introduced to fictional texts by Oliver Jeffers and they have had experience of writing a journey tale which will be developed further in year 2 through writing a diary entry with an Oliver Jeffers text.. They have begun to understand the features of a non-chronological report on meerkats, which will support their writing about polar animals. As part of our topic we will be reading a range of non-fiction texts about the Frozen world and exploring fiction stories from other cultures.</p>				
Genre	Explanation	Wishing Tale: Stories from a different culture	Poetry	Non- Chronological Report	Journey Tale: Diary entry
Linked texts	Emperor Egg	Rainbow Bear	The Sound Collector	Polar animals Non Fiction Texts	Lost and Found
Key objectives: writing	<ul style="list-style-type: none"> • writing about real events • Exploration of these text types in real-life situations. • Understanding of chronology. • Learn and retell simple explanatory texts with a three-part structure in sentences or short paragraphs. These may be based on real experiences/processes or familiar stories. • A title which sets up expectations for the reader e.g. Why does...? • An opening that introduces reader to the topic and 	<ul style="list-style-type: none"> • Writing about the experience of others. • Describe a setting using sentences of 3. • Characters will be named and some traits described • Begin to use more exciting action verbs to describe a character's movement e.g. <i>raced</i>, <i>sprinted</i> 	<ul style="list-style-type: none"> • Writing a rhyming poem <ul style="list-style-type: none"> • Use alliteration, rhyme and use well known similes. 	<ul style="list-style-type: none"> • writing about real events • Brief introduction and conclusion. • Written in the appropriate tense e.g. Sparrow's nest... Dinosaurs were... . • Main ideas organised in groups. 	<ul style="list-style-type: none"> • Writing about the experience of others <ul style="list-style-type: none"> • Tell the reader how a character is reacting to situations e.g. <i>Tom was laughing.</i>

	<p>signals the purpose of the text e.g. Bees are important because</p> <ul style="list-style-type: none"> • An ordered list of events or reasons answering the title question. • A logical conclusion. • Written in the present tense. • Usually written in 3rd person for objectivity. 				
	<ul style="list-style-type: none"> • add suffixes to spell longer words • learning to spell common exception words 	<ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing • learning to spell some common exception words 			
Key objectives: grammar	<ul style="list-style-type: none"> • subordination (using when, if, that, or because) • Use present tense verbs 	<ul style="list-style-type: none"> • Formation of adjectives using suffixes such as ful, est and er • Use of exclamation marks • Expanded noun phrases to describe and specify • Where appropriate, use generalising words: e.g. most, many, some, • Use complete simple and compound sentences to give information clearly and objectively, 	<ul style="list-style-type: none"> • Commas in lists • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify • Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. • apostrophes for contracted forms • Use of question marks • Conjunctions: use subordination – when, if, that, because AND coordination – or, and, but. 	<ul style="list-style-type: none"> • Use of the suffixes –er, –est in adjectives and the use of –ly • adverbs • Commas in lists
Key	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 				

objectives: handwriting	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters • 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 unjoined 				
Key objectives: reading	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways • listening to, discussing and expressing views about non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • discussing their favourite words and phrases 	<ul style="list-style-type: none"> • recognising simple recurring literary language in and poetry • discussing their favourite words and phrases 	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways • listening to, discussing and expressing views about non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Making inferences on what is said and done
Key objectives: S & L	<ul style="list-style-type: none"> • give well-structured descriptions, explanations 	<ul style="list-style-type: none"> • give well-structured descriptions 	<ul style="list-style-type: none"> • participate in discussions, presentations, performances, 	<ul style="list-style-type: none"> • use spoken language to develop understanding 	<ul style="list-style-type: none"> • give well-structured descriptions for expressing feelings

Year 2	Summer Term: Turrets and Tiaras				
Context: entitlement & enrichment	In Year 1 children have been introduced to a 'conquering the monster tale' and have had experience of writing a letter. As well in Year 2, we have already written a persuasive letter through a fictional text.		In Year 1, children will have been introduced to writing simple recounts about their own experience. Earlier in Year 2, children have written their own rhyming poem.		
Genre	A Tale of Fear (Assessment)	Letter: Humour	Fantasy Diary	Recount (Assessment)	Free verse Poetry
Linked texts	The Hobyahs	Dr xargle's book of earthlets	The Egg	Knights and Castles The Boy Who Grew Dragons	Dragon poems: Tell me a dragon
Key objectives: writing	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils <ul style="list-style-type: none"> Begin to show a character's personality through what they say and do The rule of three is used for descriptions e.g. <i>The cottage was dark, quiet and creepy.</i> Use said and begin to use a small number of synonyms for said Begin to include some exchanges 	<ul style="list-style-type: none"> Writing about the experience of others 	<ul style="list-style-type: none"> Writing about the experience of others <ul style="list-style-type: none"> Begin to use the rule of three for action e.g <i>He turned, jumped up and ran off.</i> 	<ul style="list-style-type: none"> Writing about real events Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organised in chronological order using conjunctions that signal time. 	<ul style="list-style-type: none"> Writing a free verse poem Each line begins with a capital letter and ends with a comma or full stop Include a title The body of text relates to the title How to organise poetry into stanzas

				<ul style="list-style-type: none"> Start to use prepositions to build descriptions e.g. <i>in front of...</i> for the setting 	<ul style="list-style-type: none"> Use alliteration, rhyme and use well known similes.
	<ul style="list-style-type: none"> make simple additions, revisions and corrections to their own writing learning to spell most common exception words Use similes 'like' and 'as' to help picture the setting 		<ul style="list-style-type: none"> learning to spell many common exception words Use horizontal and diagonal strokes to join letters Use prepositions to extend descriptions. 		
Key objectives: grammar	<ul style="list-style-type: none"> Expanded noun phrases, list of 3 Adverbs to describe a character's movement and create drama using a range of fronted adverbials Use subordination & co-ordination conjunction 	<ul style="list-style-type: none"> Apostrophe for possession Use different sentence types e.g. question, exclamation 	<ul style="list-style-type: none"> Use different sentence types e.g. statement, command Expanded noun phrases for specification 	<ul style="list-style-type: none"> Use past tense correctly and consistently Conjunctions: use subordination – when, if, that, because AND coordination – or, and, but. Use simple adverbs e.g. <i>quickly, slowly</i>. Expanded noun phrases for description 	<ul style="list-style-type: none"> Use adjectives for description Commas in a list
Key objectives: handwriting	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 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 unjoined 				
Key	<ul style="list-style-type: none"> drawing on what 	<ul style="list-style-type: none"> Use 	<ul style="list-style-type: none"> Explain and discuss 	<ul style="list-style-type: none"> Sequence of events 	<ul style="list-style-type: none"> Read words continuing

objectives: reading	<p>they already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none">• discussing their favourite words and phrases• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	<p>relevant strategies to build vocabulary</p>	<p>their understanding of books</p>	<ul style="list-style-type: none">• predicting what might happen on the basis of what has been read so far• discussing and clarifying the meanings of words, linking new meanings to known vocabulary	<p>quickly and accurately of two or more syllables</p> <ul style="list-style-type: none">• Read further common exception words	<p>to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
Key objectives: S & L	<ul style="list-style-type: none">• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary	<ul style="list-style-type: none">• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<ul style="list-style-type: none">• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			

