



Year 2 English Curriculum Overview

Common exception words to be taught alongside phonics

Autumn 1

English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>The Sweetest Song</b> (from The Story Tree, Tales to Read Aloud - Hugh Lupton) (Power of Reading)</p> <p><b>The Three Little Pigs</b> - Patricia Seibert</p> <p><b>The True Story of The Three Little Pigs</b> - Jon Scieszka</p> <p><b>Outcomes:</b>  <b>To write setting descriptions</b>  <b>To retell the story of The Three Little Pigs</b>  <b>To write an alternative story of the Three Little Pigs</b></p>	<p><b>Setting Descriptions:</b></p> <ul style="list-style-type: none"> <li>Describe what can be seen</li> <li>Describe what can be felt</li> <li>Describe what can be heard</li> <li>Describe the time of day</li> <li>Describe the weather</li> <li>Describe atmosphere or mood</li> <li>Use powerful adjectives</li> <li>Use expanded noun phrases</li> <li>Compose sentences orally before writing</li> <li>Children re-read what they have written to check that it makes sense and make simple revisions</li> </ul> <p><b>Traditional Tales</b></p> <ul style="list-style-type: none"> <li>Orally retell story</li> <li>Plan story using story map</li> <li>Identify opening, build up, climax, resolution and ending and include in own writing</li> <li>Use a traditional story start</li> <li>Introduce and describe the main character</li> <li>Describe the setting in the opening</li> <li>Describe the journey of the character</li> <li>Use repetitive language</li> <li>Use a traditional story ending</li> <li>Use powerful adjectives</li> <li>Use expanded noun phrases</li> <li>Children re-read writing to check it makes sense and make simple revisions</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>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 e.g. badge, edge age, huge</li> <li>The /s/ sound spelt c before e, i and y e.e. race, ice, city</li> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knock, know knee,, gnat, gnaw</li> <li>Year 2 common exception words</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Nouns, verbs, adjectives</li> <li>Expanded noun phrases</li> <li>Coordinating conjunctions (e.g. and, or, but)</li> <li>Subordinating conjunctions (e.g. when, if, that, because)</li> </ul>



Autumn 2		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>The Town Mouse and The Country Mouse</b> - Aesop's Fables</p> <p><b>Additional Texts:</b> <b>Care of Henry</b> - Anne Fine</p> <p><b>Outcomes:</b></p> <p><b>To write a set of instructions</b></p> <p><b>To write character descriptions</b> (Based on Town Mouse and Country Mouse)</p>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <li>Use a 'How to' heading</li> <li>Introduction to hook the reader</li> <li>Use a 'You will need' subheading</li> <li>Use of lists</li> <li>Number instructions in the right order</li> <li>Imperative verbs</li> <li>Consistent use of present tense</li> <li>Short conclusion to suggest next action</li> <li>May include labels and diagrams</li> <li>Re-read what they have written to check that it makes sense and make simple revisions</li> </ul> <p><b>Character descriptions:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <li>Describe what the character looks like</li> <li>Describe how the character acts, speaks and moves</li> <li>Describe what the character thinks and feels</li> <li>Use a range of adjectives</li> <li>Use expanded noun phrases</li> <li>Re-read what they have written to check that it makes sense and make simple revisions</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>The /r/ sound spelt wr at the beginning of words e.g. write, written, wrote</li> <li>The /l/ or /əl/ sound spelt -le at the end of words e.g. table, apple, bottle</li> <li>The /l/ or /əl/ sound spelt -el at the end of words e.g. camel, tunnel, travel</li> <li>The /l/ or /əl/ sound spelt -al at the end of words e.g. metal, capital, pedal</li> <li>Homophones and near-homophones (there/their/they're)</li> <li>Year 2 common exception words</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Verbs and adverbs</li> <li>Coordinating conjunctions (e.g. and, or, but)</li> <li>Subordinating conjunctions (e.g. when, if, that, because)</li> </ul>



Spring 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>Man on the Moon (a day in the life of Bob)</b>- Simon Bartram (Power of Reading)</p> <p>Information books about space: <b>Going into Space</b>- Carmel Reilly</p> <p><b>Space Exploration</b>- DK Eyewitness</p>	<p><b>Diary:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <li>Start with 'Dear Diary'</li> <li>May include the date or time</li> <li>First person- use personal pronouns 'I', 'my', 'we' and 'our'</li> <li>Opening paragraph to introduce diary</li> <li>Discuss where events occurred</li> <li>Write about the most important events in order</li> <li>Describe own feelings</li> <li>Adverbials of time</li> <li>Consistent use of past tense</li> <li>Re-read what they have written to check that it makes sense and make simple revisions</li> </ul> <p><b>Persuasive writing:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <li>Includes an introduction and conclusion</li> <li>Directly address the reader</li> <li>Include repetition for emphasis</li> <li>Power of 3</li> <li>Emotive language</li> <li>Alliteration</li> <li>Text is written in sequence (e.g. Introduction, first point, second point, third point, conclusion)</li> <li>Re-read what they have written to check that it makes sense and make simple revisions</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>The /aɪ/ sound spelt -y at the end of words e.g. cry, fly</li> <li>Adding -ies to nouns and verbs ending in -y e.g. flies, replies, tries</li> <li>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it e.g. copied, copier, happier, happiest</li> <li>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it e.g. hiking, hiked, hiker</li> <li>Year 2 common exception words</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Apostrophes to mark where letters are missing in spelling (contractions)</li> <li>Apostrophes to mark singular possession in nouns e.g. the girl's name</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Subordinating conjunctions (e.g. when, if, that, because)</li> <li>Coordinating conjunctions (e.g. and, or, but)</li> <li>Using the past and present tense (irregular verbs)</li> </ul>
<p><b>Outcomes:</b></p> <p><b>To write diary entries</b></p> <p><b>To write persuasive leaflets</b></p>		



Spring 2		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>Africa, Amazing Africa: Country by Country</b> - Atinuke</p> <p><b>Lila and the Secret of Rain</b> - David Conway (Power of Reading)</p>	<p><b>Non-chronological reports:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <li>A heading- introduce the topic</li> <li>A brief introduction- general information</li> <li>Recognise the differences in presentation between texts e.g. between fiction and non-fiction</li> <li>Use third person</li> <li>Use present tense</li> <li>Begin to use simple conjunctions to add additional information (coordinating and subordinating)</li> <li>Use expanded noun phrases for specification e.g. ‘Dogs with long hair will need a lot of brushing.’</li> <li>Use subheadings to organise text</li> <li>Factual language</li> <li>May include pictures and captions</li> <li>Re-read what they have written to check that it makes sense and make simple revisions</li> </ul> <p><b>Call and response poems:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing               <ul style="list-style-type: none"> <li>Lines begin with a capital letter</li> <li>Title</li> <li>Text is organised in a stanza</li> <li>Use simple repeating phrases or lines as models</li> <li>Experiment with alliteration</li> <li>Call and response patterns:                   <ul style="list-style-type: none"> <li>‘A’ ‘B’ call and response pattern:                       <ul style="list-style-type: none"> <li>In one pattern there is a leader (A) who says/sings a line and the others (B) say/sing it back</li> <li>In another pattern the leader sings the same line every time and the others sing a different line to reply to this each time</li> </ul> </li> </ul> </li> <li>Perform poetry with appropriate intonation.</li> </ul> </li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, humming, hummed</li> <li>The /ɔ:/ sound spelt a before l and ll e.g. ball, call, walk</li> <li>The /ʌ/ sound spelt ‘o’ e.g. other, mother, Monday</li> <li>Year 2 common exception words</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present progressive</li> <li>Past progressive</li> <li>Different sentence types – statements, commands, exclamations and questions</li> </ul>
<p><b>Outcomes:</b></p> <p><b>To write non chronological reports</b></p> <p><b>To write call and response poems to celebrate the coming of the rain</b></p>		



Summer 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p><b>The Hodgeheg</b> - Dick King-Smith (Power of Reading)</p>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <li>Identify opening, build up, climax, resolution and ending and include in own writing</li> <li>Imitate familiar stories by borrowing and adapting structures</li> <li>Powerful verbs</li> <li>Use past tense and correct person (first or third) consistently</li> <li>Include a change in setting</li> <li>Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis</li> <li>Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li> <li>Sentences including subordinating and co-ordinating conjunctions</li> <li>Adverbs</li> <li>Include expanded noun phrases for description</li> <li>Children re-read what they have written to check that it makes sense and make simple revisions</li> </ul> <p><b>Informal letters:</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <li>Write the sender's address</li> <li>Write the date</li> <li>Include an informal greeting</li> <li>Begin with introduction</li> <li>Include more detail in further paragraphs</li> <li>Include a concluding paragraph</li> <li>Write 'from' or 'best wishes' or 'love' before the sender's name</li> <li>Chatty, friendly style</li> <li>Ask a question</li> <li>Children re-read what they have written to check that it makes sense and make simple revisions</li> </ul>	
<p><b>Outcomes:</b> To write narratives  To write informal letters</p>		
		<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>The /z/ sound spelt 's' e.g. television, treasure, usual</li> <li>The /i:/ sound spelt -ey e.g. key, donkey, valley</li> <li>The /b/ sound spelt 'a' after w and qu e.g. want, watch, wander</li> <li>Year 2 common exception words</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Suffixes- formation of adjectives using suffixes such as -full, -less, -ly, -ment, -ness</li> <li>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</li> </ul>



Summer 2		
English units of work		SPaG
Texts	Genre/ Skills:	
<p><b>The Lighthouse Keeper's Lunch -</b> David and Ronda Armitage</p> <p><b>Summer haikus</b></p>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"><li>• Plan and/or compose sentences orally before writing</li><li>• Identify opening, build up, climax, resolution and ending</li><li>• Imitate familiar stories by borrowing and adapting structures</li><li>• Powerful verbs</li><li>• Use past tense and correct person (first or third) consistently</li><li>• Include a change in setting</li><li>• Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis</li><li>• Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li><li>• Sentences including subordinating and co-ordinating conjunctions</li><li>• Adverbs</li><li>• Include expanded noun phrases for description</li><li>• Re-read what they have written to check that it makes sense and make simple revisions</li></ul> <p><b>Haiku:</b></p> <ul style="list-style-type: none"><li>• Plan and/or compose sentences orally before writing<ul style="list-style-type: none"><li>• 3 lines</li><li>• Count the syllables of each line (5-7-5)</li><li>• Have 17 syllables in total</li><li>• Poem sticks to a theme</li></ul></li></ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Words ending in -tion e.g. station, fiction, motion</li><li>• The /ɜ:/ sound spelt or after w e.g. word, work, worm</li><li>• The /ɔ:/ sound spelt ar after w e.g. war, warm, towards</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat</li></ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Apostrophes for possession and contraction</li><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>
<p><b>Outcomes:</b></p> <p><b>To write narratives</b></p> <p><b>To write haikus</b></p>		