



## Roehampton Church Forest School Year 2 English Curriculum Overview

<b>CYCLE B Year 2</b>		
<b>Autumn 1</b>		
<b>English units of work</b>	<b>SPaG</b>	
<b>Texts:</b>	<b>Genre/ Skills:</b>	
<p>The Dark- James Carter (POR)</p> <p>Orion and the Dark- Emma Yartlett (Old PoR)</p> <p>Three Little Pigs</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>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>Little Wandle Phase 5 Review – all sounds</li> <li>Tricky words: people eye whole through improve move prove shoe two who beautiful their parents thought sure once again any many friend busy pretty because laugh friend</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>
<p><b>Outcomes:</b></p> <p><b>To write setting descriptions</b></p> <ol style="list-style-type: none"> <li>1) Write setting description for various parts of the house.</li> <li>2) Write a setting description of when it is dark outside.</li> <li>3) Write setting description for one of the 3 little pigs houses.</li> </ol> <p><b>To retell the story of The Three Little Pigs</b></p>		

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Autumn 2		
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Texts:	Genre/ Skills:	
<p>How to Find Gold- Viviane Schwarz (PoR)</p> <p>Additional Texts: Claude in the City- Alex T Smith</p> <p>Mama Panya's Pancakes- Mary and Rich Chamberlin</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>Wandle bridge to spelling</li> </ul> <p>-What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?</p> <p>-Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?</p> <p>-Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?</p> <p>-When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?</p> <p>-Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p> <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>
<p><b>Outcomes:</b></p> <p><b>To write a set of instructions</b> (How to Find Gold TS session 3), how to find own treasure (related to text)</p> <p>Other sets of instructions (unrelated to text) E.g. How to trap a penguin, how to catch a snake, how to make a jam sandwich</p> <p><b>To write character descriptions</b> Anna Crocodile</p>		

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Spring 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p>The Man Who Wore All His Clothes – Allan Ahlberg</p> <p>The Emperor's New Clothes</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>Little Wandle Spelling Unit 1, 2 and 3</li> </ul> <p>-Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?</p> <p>-Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?</p> <p>-Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?</p> <ul style="list-style-type: none"> <li>Year 2 "prickly spellings" Once, two, any, many</li> <li>Homophones: knight/night, one/won, where/wear</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> (see PoR TS) Write diary entries for each part of Dad's day.</p> <p><b>To write persuasive leaflets</b> Write a persuasive leaflet to hire the tailor of the Emperor.</p>		

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Spring 2		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p>The Pet Potato - Josh Lacey and Momoko Abe (PoR)</p> <p>The Secret Sky Garden - Linda Sarah and Fiona Lumbers (PoR)</p> <p>Little Seed – Teachers of RCFS</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> </ul> </li> <li>• Perform poetry with appropriate intonation.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Little Wandle Spelling Unit 4, 5, 6 and 7</li> <li>- The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?</li> <li>- Why do I swap the 'y' for an 'i' when I add the suffix -es?</li> <li>- Why do some words have the spelling 'ey' for the sound /ee/?</li> <li>- Why do some words end -le, -al, -il or -el?</li> <li>• Year 2 "prickly spellings" Who, whole, people, friend, move, improve.</li> <li>• Homophones: Our/hour, quite/quiet, see/sea, to/too/two</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> <ol style="list-style-type: none"> <li>1) Potatoes</li> <li>2) How to look after a pet</li> <li>3) How to look after a plant</li> </ol> <p><b>To write and perform call and response poems</b></p> <p>Follow same rhythm and pattern of Little Seed</p>		

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Summer 1		
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Texts:	Genre/ Skills:	Spelling:
<p>The Journey Home (Core book)</p> <p>Amelia Earhart - Maria Isabel Sanchez Vegara (Core book)</p> <hr/> <p><b>Outcomes:</b>  <b>To write narratives</b>            1) New Friend on the Journey            Imagine you're an animal who lost your home, just like the polar bear. You meet a new animal friend along the way. Who are they? Where do you go together            2) A Journey Through Different Lands            Create a story where you go on a journey through the jungle, the desert, and the ocean — just like the animals in the book. What do you see? Who helps you?            3) The Day I Met the Polar Bear            One day, you meet the polar bear from The Journey Home. What happens next? Do you help him? Where do you take him?</p> <p><b>To write informal letters</b>            Write a letter from one of the animals in the story to humans, asking for help. What do they say about their home? How do they feel?            Write a letter inviting a friend to come on a journey with you and the animals. Tell them why it will be fun and what they need to bring.</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>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>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>Little Wandle Spelling Unit 8, 9, 10 and 11</li> <li>Why does 'c' make the sound /s/ in some words?</li> <li>How can I spell the sound /zh/?</li> <li>What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</li> <li>How can I show missing letters in a word?</li> </ul> <ul style="list-style-type: none"> <li>Year 2 "prickly spellings"            Beautiful, laugh, busy, pretty, parents, because.</li> </ul> <ul style="list-style-type: none"> <li>Homophones:            Here/hear, be/bee, bare/bear, there/their/they're</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>

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## Roehampton Church Forest School Year 2 English Curriculum Overview

Summer 2		
	English units of work	SPaG
Texts	Genre/ Skills:	
<p>Traction Man (PoR)</p> <p>Summer Haiku examples (see document in resources)</p>	<ul style="list-style-type: none"> <li>Recap all genres</li> </ul>	<p><b>Spelling:</b>            Little Wandle Spelling Unit 12, 13 and 14</p> <ul style="list-style-type: none"> <li>- Why do some longer words have the spelling 'ti' for /sh/?</li> <li>- How do I use the possessive apostrophe (singular possession)?</li> <li>When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</li> </ul> <ul style="list-style-type: none"> <li>Year 2 "prickly spellings" Eye, shoe, thought trough.</li> <li>Homophones: Sun/son, whole/hole, blue/blew</li> </ul>
<p><b>Outcomes:</b>  <b>To write a narrative involving characters solving problems</b></p> <p>1) Traction Man's New Adventure            Write a story about a brand new adventure for Traction Man. Maybe he gets a new mission or is sent to rescue someone! Where will he go? Who will he meet? What dangers will he face?</p> <p>2) The Trouble with Traction Man's Gear            Traction Man has all sorts of cool gear to help him on his missions. Imagine one day something goes wrong with his gear. Maybe his boots get stuck in mud, or his helicopter breaks. Write a story about how Traction Man solves the problem!</p> <p>3) Traction Man's Villain            Every superhero needs a villain! Imagine a new villain is causing trouble in Traction Man's world. What does the villain look like? What trouble do they cause? How does Traction Man stop them?</p> <p><b>To write Haiku poems about the moon</b></p>	<p><b>Haiku Poems</b></p> <ul style="list-style-type: none"> <li>Plan and/or compose sentences orally before writing</li> <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> <li>Lines do not rhyme.</li> <li>Haiku often (but not always) incorporate a reference to nature or a season (kigo).</li> <li>Juxtaposition - two contrasting or complementary images are presented, often separated by punctuation.</li> <li>A "cutting word" or punctuation mark (like an em dash) can be used to create a pause and link or separate the images.</li> <li>Haiku aim to capture a fleeting moment/moment in time and evoke a sense of sudden awareness or insight.</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>

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