



Roehampton Church Forest School Year 2 English Curriculum Overview

CYCLE A Year 2		
Common exception words to be taught alongside phonics		
Autumn 1		
Texts:	English units of work	SPaG
	Genre/ Skills:	
<p>The Sweetest Song (from The Story Tree, Tales to Read Aloud- Hugh Lupton) (PoR)</p> <p>The Three Little Pigs- Patricia Seibert</p> <p>The True Story of The Three Little Pigs- Jon Scieszka</p>	<p>Setting Descriptions:</p> <ul style="list-style-type: none"> Describe what can be seen Describe what can be felt Describe what can be heard Describe the time of day Describe the weather Describe atmosphere or mood Use powerful adjectives Use expanded noun phrases Compose sentences orally before writing Children re-read what they have written to check that it makes sense and make simple revisions <p>Traditional Tales</p> <ul style="list-style-type: none"> Orally retell story Plan story using story map Identify opening, build up, climax, resolution and ending and include in own writing Use a traditional story start Introduce and describe the main character Describe the setting in the opening Describe the journey of the character Use repetitive language Use a traditional story ending Use powerful adjectives Use expanded noun phrases Re-read writing to check it makes sense and make simple revisions 	<p>Spelling:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. The /dʒ/ sound spelt 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 The /s/ sound spelt c before e, i and y e.e. race, ice, city The /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knock, know knee,, gnat, gnaw Year 2 common exception words <p>Punctuation:</p> <ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>Grammar:</p> <ul style="list-style-type: none"> Nouns, verbs, adjectives Expanded noun phrases Coordinating conjunctions (e.g. and, or, but) Subordinating conjunctions (e.g. when, if, that, because)
<p>Outcomes:</p> <p>To write setting descriptions (See The Sweetest Song PoR teaching sequence)</p> <p>To retell the story of The Three Little Pigs</p> <p>To write an alternative story of the Three Little Pigs</p>		

- Note: Children need to plan writing before they write- this may be in the form of a text map or story map etc



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Autumn 2		
	English units of work	SPaG
Texts:	Genre/ Skills:	
<p>The Town Mouse and The Country Mouse- Aesop</p> <p>Additional Texts: Care of Henry- Anne Fine</p>	<p>Instructions:</p> <ul style="list-style-type: none"> • Plan and/or compose sentences orally before writing • Use a 'How to' heading • Introduction to hook the reader • Use a 'You will need' subheading • Use of lists • Number instructions in the right order • Imperative verbs • Consistent use of present tense • Short conclusion to suggest next action • May include labels and diagrams • Re-read what they have written to check that it makes sense and make simple revisions <p>Character descriptions:</p> <ul style="list-style-type: none"> • Plan and/or compose sentences orally before writing • Describe what the character looks like • Describe how the character acts, speaks and moves • Describe what the character thinks and feels • Use a range of adjectives • Use expanded noun phrases • Re-read what they have written to check that it makes sense and make simple revisions 	<p>Spelling</p> <ul style="list-style-type: none"> • The /r/ sound spelt wr at the beginning of words e.g. write, written, wrote • The /l/ or /əl/ sound spelt -le at the end of words e.g. table, apple, bottle • The /l/ or /əl/ sound spelt -el at the end of words e.g. camel, tunnel, travel • The /l/ or /əl/ sound spelt -al at the end of words e.g. metal, capital, pedal • Homophones and near-homophones (there/their/they're) • Year 2 common exception words <p>Punctuation:</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list <p>Grammar</p> <ul style="list-style-type: none"> • Verbs and adverbs • Coordinating conjunctions (e.g. and, or, but) • Subordinating conjunctions (e.g. when, if, that, because)
<p>Outcomes:</p> <p>To write a set of instructions 1) In the Town Mouse and Country mouse the mice eat lots of different food- write instructions on how to make simple food e.g. a sandwich) 2) How to host a visitor in the country 3) (Instructions on how to survive a visit to the city from country mouse's perspective (do and don't)</p> <p>To write character descriptions Town Mouse Country Mouse</p>		

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Spring 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p>Man on the Moon (a day in the life of Bob)- Simon Bartram (PoR)</p> <p>Information books about space: Going into Space- Carmel Reilly</p> <p>Space Exploration- DK Eyewitness</p>	<p>Diary:</p> <ul style="list-style-type: none"> • Plan and/or compose sentences orally before writing • Start with 'Dear Diary' • May include the date or time • First person- use personal pronouns 'I', 'my', 'we' and 'our' • Opening paragraph to introduce diary • Discuss where events occurred • Write about the most important events in order • Describe own feelings • Adverbials of time • Consistent use of past tense • Re-read what they have written to check that it makes sense and make simple revisions <p>Persuasive writing:</p> <ul style="list-style-type: none"> • Plan and/or compose sentences orally before writing • Includes an introduction and conclusion • Directly address the reader • Include repetition for emphasis • Power of 3 • Emotive language • Alliteration • Text is written in sequence (e.g. Introduction, first point, second point, third point, conclusion) • Re-read what they have written to check that it makes sense and make simple revisions 	<p>Spelling</p> <ul style="list-style-type: none"> • The /aɪ/ sound spelt -y at the end of words e.g. cry, fly • Adding -ies to nouns and verbs ending in -y e.g. flies, replies, tries • Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it e.g. copied, copier, happier, happiest • Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it e.g. hiking, hiked, hiker • Year 2 common exception words <p>Punctuation:</p> <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling (contractions) • Apostrophes to mark singular possession in nouns e.g. the girl's name <p>Grammar</p> <ul style="list-style-type: none"> • Subordinating conjunctions (e.g. when, if, that, because) • Coordinating conjunctions (e.g. and, or, but) • Using the past and present tense (irregular verbs)
<p>Outcomes:</p> <p>To write diary entries- (see PoR TS)</p> <p>1) A day in the life of Bob when he visits the moon</p> <p>2) A secret diary entry where Bob saw an alien on the moon</p> <p>3) Imagines its Bob's first day ever on the moon – write his diary entry</p> <p>4) Diary entry of a moon tourist visiting the moon</p> <p>To write persuasive leaflets</p> <p>To persuade people to visit the moon See session 12 and session 20 from Power of Reading TS</p>		

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Spring 2		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p>Africa, Amazing Africa: Country by Country- Atinuke</p> <p>Lila and the Secret of Rain- David Conway (PoR)</p> <hr/> <p>Outcomes: To write non chronological reports- First Kenya and then UK (See Power of Reading TS Session 14-18)</p> <p>To write and perform call and response poems to celebrate the coming of the rain</p> <p>Focus on the section of the story where the villagers are celebrating the rain's arrival, with music and dancing. Write a poem which the villagers could say/sing at this point in the story and use a 'call and response' pattern</p>	<p>Non-chronological reports:</p> <ul style="list-style-type: none"> • Plan and/or compose sentences orally before writing • A heading- introduce the topic • A brief introduction- general information • Recognise the differences in presentation between texts e.g. between fiction and non-fiction • Use third person • Use present tense • Begin to use simple conjunctions to add additional information (coordinating and subordinating) • Use expanded noun phrases for specification e.g. 'Dogs with long hair will need a lot of brushing.' • Use subheadings to organise text • Factual language • May include pictures and captions • Re-read what they have written to check that it makes sense and make simple revisions <p>Call and response poems:</p> <ul style="list-style-type: none"> • Plan and/or compose sentences orally before writing <ul style="list-style-type: none"> • Lines begin with a capital letter • Title • Text is organised in a stanza • Use simple repeating phrases or lines as models • Experiment with alliteration • Call and response patterns: <ul style="list-style-type: none"> ○ 'A' 'B' call and response pattern: ○ In one pattern there is a leader (A) who says/sings a line and the others (B) say/sing it back ○ In another pattern the leader sings the same line every time and the others sing a different line to reply to this each time • Perform poetry with appropriate intonation. 	<p>Spelling:</p> <ul style="list-style-type: none"> • 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 • The /ɔ:/ sound spelt a before l and ll e.g. ball, call, walk • The /ʌ/ sound spelt o e.g. other, mother, Monday • Year 2 common exception words <p>Punctuation:</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>Grammar</p> <ul style="list-style-type: none"> • Present progressive • Past progressive • Different sentence types – statements, commands, exclamations and questions

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Summer 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p>The Hodgeheg- Dick King-Smith (PoR)</p> <hr/> <p>Outcomes: To write narratives</p> <p>Ideas: Setting description e.g. park description</p> <p>Character description of Uncle B</p> <p>Retell a chapter (e.g. chapter 2)</p> <p>Write a sequel to The Hodgeheg</p> <p>To write informal letters</p> <p>Ideas: A letter arrives in class, from Max the Hodgeheg, asking for help (Teacher to write this letter as a model) A fox is coming in to the park, what can they do, they don't want to move house? Children to write the reply letter.</p> <p>Additional informal letters to real people</p>	<p>Narrative:</p> <ul style="list-style-type: none"> Plan and/or compose sentences orally before writing Identify opening, build up, climax, resolution and ending and include in own writing Imitate familiar stories by borrowing and adapting structures Powerful verbs Use past tense and correct person (first or third) consistently Include a change in setting Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat Sentences including subordinating and co-ordinating conjunctions Adverbs Include expanded noun phrases for description Re-read what they have written to check that it makes sense and make simple revisions <p>Informal letters:</p> <ul style="list-style-type: none"> Plan and/or compose sentences orally before writing Write the sender's address Write the date Include an informal greeting Begin with introduction Include more detail in further paragraphs Include a concluding paragraph Write 'from' or 'best wishes' or 'love' before the sender's name Chatty, friendly style Ask a question Re-read what they have written to check that it makes sense and make simple revisions 	<p>Spelling:</p> <ul style="list-style-type: none"> The /ʒ/ sound spelt s e.g. television, treasure, usual The /i:/ sound spelt -ey e.g. key, donkey, valley The /p/ sound spelt a after w and qu e.g. want, watch, wander Year 2 common exception words <p>Punctuation:</p> <ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list <p>Grammar</p> <ul style="list-style-type: none"> Suffixes- formation of adjectives using suffixes such as -full, -less, -ly, -ment, -ness Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.

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

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