



Weston Park Primary School

English Overview

Year 2	Autumn 1 (7 weeks) 7th September –22nd October			
Duration	3 weeks	3 weeks	1 week	
Purpose	Retelling —To entertain	Recount– Great fire of London	Poetry—To entertain	
Skills	<p>Spelling: Recap phase 5 Letters and Sounds HFW and Year 1 CEW alternative spelling recap.</p> <p>Vocab, Grammar and Punctuation: Use of expanded noun phrases to describe. Use basic conjunctions (and,) Terminology: noun, noun phrase, adjectives.</p> <p>Composition: Order story - understand story has a beginning, middle and end Use of drama to embed a story Verbally rehearse sentences and independently record.</p>	<p>Spelling: CEW: I, house, people</p> <p>Vocab, Grammar and Punctuation: Use coordinating conjunctions (and, but) correctly Use expanded noun phrases to describe and specify Use subordination (when, because)</p> <p>Composition: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing down ideas and/or key words, including new vocabulary</p>	<p>Spelling: CEW: Pretty, beautiful, everybody, would. Rule words: ed ending when root ends in an e with a consonant before. Spelling recap: yr 1 adding ed where no change is needed to the root word.</p> <p>Vocab, Grammar and Punctuation: Explore onomatopoeia and use it to describe. Expanded noun phrase (revise)</p> <p>Composition: Verbally rehearse sentences and independently record. Writing poetry Write down key vocabulary</p>	
Final independent outcome	Description of one of the houses and The Big Bad Pig knocking it down	1st person recount/diary type.	Range of firework poetry.	
Key Text	3 little pigs and the 3 little wolves.	The Great Fire of London	Zim, Zam, Zoom	
Cross curricular opportunities.	<p><i>Reading: Clockwork Doll letter. Can't you sleep little bear? Diary entry. Guided Non Fiction page about the UK countries. Geography Science poem about materials and objects. Letter to the 3 little pigs about science experiment findings.</i></p>			
Class Readers	<i>To consolidate Year 1 read a range of picture books from book corner.</i>			

Year 2	Autumn 2 (7 weeks) 1st November –17th December		
Duration	3 weeks	2 weeks	2 weeks
Purpose	To entertain	To persuade	Non-Fiction Non Chron about Arctic animals. To inform
Skills	<p>Spelling: CEW: Door, floor, kind, find, behind, cold Rule words: double consonant to keep the vowel sound short eg: sad = sadder not sader</p> <p>Vocab, Grammar and Punctuation: Apostrophe for singular possession. Lily's Snowman. The Snowman's hands. Identify and use adverbs: ly endings. Add adverbs to verbs.</p> <p>Composition: Verbally rehearse sentences and independently record. Planning a story by drawing Plan a story ending by saying aloud what they are writing about. Using drama to embed a story Write a narrative about an experience of others. Proof read and edit apostrophes and double consonants.</p>	<p>Spellings: Phase 6 phonics letters and sounds Chop, change, double for suffix endings Plural spelling rules Appropriate common exception words Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Use of subordination because and when, if • Use of adjectives to create noun phrase • Use ! and ? correctly. • Exclamation sentences. (What a magical snowman!) • • Use of subordination because and when • <p>Composition:</p> <ul style="list-style-type: none"> • Verbally rehearsing sentences prior to writing • Using drama to embed a story <p>Start to use diagonal and horizontal strokes needed to join letters</p>	<p>Spellings: Phase 6 phonics letters and sounds Chop, change, double for suffix endings Plural spelling rules Appropriate common exception words Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Use of subordination and coordination: because and when, so • Use of adjectives to create noun phrase • Use adverbs to describe how something is done. • Use ! and ? correctly. <p>Composition: Organise writing using headings and subheading</p> <ul style="list-style-type: none"> • Verbally rehearsing sentences prior to writing • Planning a story by drawing • Using drama to embed a story <p>Start to use diagonal and horizontal strokes needed to join letters</p>
Final independent outcome	Alternative ending of Lily and the snowman	Letter to Lily from snowman persuading her to get him out of the freezer.	Write non fiction page about arctic animals.
Key Text	Lily and the snowman	Lily and the snowman	The Journey Home
Cross curricular opportunities.	<p>Reading: Diary for Arctic song. Sequence/Summaries Retell Monty the Penguin. Diary from the book Poles Apart- Geography Link. RE- Hannakhuah Diary from the perspective of Judah Maccabee.</p>		
Class Readers	<p><i>The Giraffe the Pelly and Me– Roald Dahl</i> <i>Hodgeheg– Dick-King-Smith</i> <i>Winter Story collection– Enid Blyton.</i></p>		

Year 2	Spring 1 (7 weeks) 4th January– 17th February			
Duration	3 weeks	3 weeks		
Purpose	Diary Entry - To entertain	Character description—To entertain		
Skills	<p>Spellings:</p> <ul style="list-style-type: none"> Words ending in –ment and –ness Words <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Use of noun phrases Past tense Use of co-ordination and subordination within a sentence. <p>Composition:</p> <ul style="list-style-type: none"> Writing for a different purpose Verbalise sentence prior to recording Application of taught skills so far Begin to edit for spelling 	<p>Spellings:</p> <ul style="list-style-type: none"> Applying spelling rules from spelling appendix <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Use of apostrophes for possession. Use of co-ordination and subordination within a sentence, (that, if and when) Range and develop vocabulary of adjectives. Use of expanded noun phrases. Varying start of sentences <p>Composition:</p> <ul style="list-style-type: none"> Writing for a different purpose Verbalise sentence prior to recording Application of taught skills so far Begin to edit for spelling 		
Final independent outcome	Diary entry from the perspective of Finn	Character description of their own monster.		
Key Text	Ocean Meets Sky	Billy and the Minpins. RD.		
Cross curricular opportunities.	<p>Reading: Job description for new stork. Thank you letter to the dark from Lazlo. Sequence/Summarise/ Retell Bear and piano. Diary Entry from the perspective of Florence Nightingale when she arrived at the hospital. History Instructions on how to wash your hands. Science and PSHE</p>			
Class Readers	Owl who is afraid of the dark-Jill Tomlinson Billy and Minpins			

Year 2	Spring 2 (6 weeks) 28th February– 8th April		
Duration	3 weeks	3 weeks	
Purpose	Letter—To explain	To entertain	
Skills	<p>Spellings:</p> <p>Applying spelling rules</p> <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Different sentence types: • Different sentence starters: • Expanded noun phrases • Use of co-ordination and subordination • Exclamation sentences for effect <p>Composition:</p> <p>Verbally retell the story prior to writing Use diagonal and horizontal strokes needed to join letters Use drama to embed ideas</p>	<p>Spellings:</p> <ul style="list-style-type: none"> • Applying spelling rules <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Commas in a list • Starting sentences in different ways • Use of co-ordination and subordination • Expanded Noun Phrases <p>Composition:</p> <p>Verbally retell the story prior to writing Use diagonal and horizontal strokes needed to join letters Use drama to embed ideas</p>	
Final independent outcome	Persuasive Letter	Alternative Tin forest story.	
Key Text	Dragon Machine	Tin Forest	
Cross curricular opportunities.	<p>Reading: Flower Prediction Diary from perspective of Brigg in the Flower.</p> <p>Science Keep seed diary Write and design seed packet.</p>		
Class Readers	<p>Hundred Mile Per Hour dog. -JS Fantastic Mr Fox. Cool as a cucumber Michael morpurgo</p>		

Year 2	Summer 1 (6 weeks) 25th April-27th May			
Duration	3 weeks	1 week	3 weeks	
Purpose	To Inform and describe	To inform	To describe	
Skills	<p>Spellings:</p> <p>Applying spelling rules - ed words Singular and plural</p> <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Different sentence starters: Expanded noun phrases Use of co-ordination and subordination Exclamation sentences for effect <p>Composition:</p> <p>Verbally retell the story prior to writing Use diagonal and horizontal strokes needed to join letters Use drama to embed</p>	<p>Spellings:</p> <p>Applying spelling rules</p> <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Different sentence starters Expanded noun phrases Use of co-ordination and subordination Exclamation sentences for effect Past tense <p>Composition:</p> <p>Verbally retell the story prior to writing Use diagonal and horizontal strokes needed to join letters Use drama to embed</p>	<p>Spellings:</p> <p>Applying spelling rules</p> <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Different sentence starters Expanded noun phrases Use of co-ordination and subordination Commas in a list Positional vocabulary Exclamation sentences for effect Past tense <p>Composition:</p> <p>Verbally retell the story prior to writing Use diagonal and horizontal strokes needed to join letters Use drama to embed</p>	
Final independent outcome	Diary Entry	Recount of trip to Sea City Museum in the style of a newsletter		
Key Text	Samson's Titanic Journey		Leon and the place between	
Cross curricular opportunities.	<p>PSHE Diary about the healthy day onboard Titanic.</p> <p>DT Instructions about how to make a healthy sandwich.</p> <p>History- Recount events of the Titanic.</p> <p>History- Non Chron about Titanic.</p> <p>PSHE/SMSC- Thank you letter to the Titanic Museum.</p>			
Class Readers	<p>I was there.....Titanic.</p> <p>Far away Tree- Enid Blyton</p>			

Year 2	Summer 2 (7 weeks) 7th June-22nd July			
Duration	3 weeks	3 weeks		
Purpose	To entertain	To entertain		
Skills	<p>Spellings:</p> <p>Applying spelling rules</p> <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Different sentence starters • Expanded noun phrases • Use of co-ordination and subordination • Commas in a list • Positional vocabulary • Exclamation sentences for effect • Past tense <p>Composition:</p> <p>Verbally retell the story prior to writing Use diagonal and horizontal strokes needed to join letters Use drama to embed</p>	<p>Spellings:</p> <p>Applying spelling rules</p> <p>-er -est</p> <p>Vocab, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Different sentence starters • Expanded noun phrases • Use of co-ordination and subordination <p>Composition:</p> <p>Verbally retell the story prior to writing Use diagonal and horizontal strokes needed to join letters Use drama to embed</p>		
Final independent outcome	Narrative—Innovating original story	Retelling from another character's perspective		
Key Text	Dadaji's paintbrush	Pattan's Pumpkin		
Cross curricular opportunities.	Reading Elephant dance diary from Ravi perspective.			
Class Readers	<i>Flat Stanley</i> <i>My Brother's Famous bottom.</i> <i>Indian Traditional tales.</i>			