

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Reading</b></p> <p><b>Shared Reading:</b></p> <p>(Type of text Fiction Non-Fiction Poetry)</p>	<p>The Bear and the Piano by David Litchfield <i>(Fiction)</i></p> <p>There's no place like home e-book <i>(Non-Fiction)</i></p>	<p>The Owl Who is Afraid of the Dark by Jill Tomlinson <i>(Fiction)</i></p> <p>Rumble in the Jungle by Giles Andreae <i>(Poetry)</i></p>	<p>All about Orang-utans e-book <i>(Non-Fiction)</i></p> <p>There's a Rang-Tan in my bedroom by James Sellick <i>(Fiction)</i></p>	<p>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas <i>(Fiction)</i></p> <p>The true story of the three little pigs by Jon Scieszka <i>(Fiction)</i></p>	<p>The boy who grew dragons by Andy Sheperd <i>(Fiction)</i></p>	<p>Vlad and the Great Fire of London by Kate &amp; Sam Cunningham <i>(Historical Fiction)</i></p> <p>The Great Fire of London by Sally Hewitt <i>(Non-Fiction)</i></p> <p><a href="https://clpe.org.uk/poetry/poems/great-fire-london">https://clpe.org.uk/poetry/poems/great-fire-london</a> <i>(Poetry)</i></p>
<p><b>Reading focus/ NC Coverage:</b></p>	<ul style="list-style-type: none"> <li>Developing vocabulary</li> <li>Retrieval</li> <li>Sequencing events</li> <li>Inference</li> <li>Comparing and contrasting texts</li> </ul>	<ul style="list-style-type: none"> <li>Discuss non-fiction features and structure</li> <li>Link meanings to vocabulary</li> <li>Discuss favourite words and phrases</li> <li>Use intonation when reading poems</li> <li>Checking the text makes sense - understanding</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval</li> <li>Discussing how items of information are related</li> <li>Recognising recurring literary language</li> <li>Clarify meaning of words</li> <li>Ask and answer questions</li> <li>Comparing and contrasting texts</li> </ul>	<ul style="list-style-type: none"> <li>Prediction</li> <li>Summery/retelling</li> <li>Vocabulary focus</li> <li>Evaluate Author's choice of language</li> <li>Recurring literary language</li> </ul>	<ul style="list-style-type: none"> <li>Prediction</li> <li>Summery/retelling</li> <li>Meanings of words in context</li> <li>Evidence from the text</li> <li>Evaluate Author's choice of language</li> <li>Inference</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval</li> <li>Inference</li> <li>Draw on previous knowledge to predict</li> <li>Asking questions</li> <li>Compare non-fiction books and discuss different structures</li> <li>Express views and compare 2 poems/ poets' styles</li> <li>Recite a poem</li> </ul>
<p><b>Curriculum links:</b></p>	<p>Geography - Rural and Urban</p>	<p>Science - Animals including humans</p>	<p>Geography - Our Planet</p>			<p>History - The Great Fire of London</p>
<p><b>English Writing genre:</b></p> <p>(Type of writing Fiction Non-Fiction Poetry)</p>	<ul style="list-style-type: none"> <li>Contrasting setting descriptions <i>(Fiction)</i></li> <li>Narrative writing - alternative version (see recommended reads) <i>(Fiction)</i></li> <li>Non-chronological report writing based on <i>non-fiction</i> e-book: <i>There's no place like home</i> <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Description <i>(Fiction)</i></li> <li>Instructions - pet care <i>(Non-Fiction)</i></li> <li>Poem and riddle (based on animals) <i>(Poetry)</i></li> </ul>	<ul style="list-style-type: none"> <li>Explanation report <i>(Non-fiction)</i></li> <li>Persuasion <i>(Non-Fiction)</i></li> <li>Short Story ? <i>(Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing - fairy tales from another perspective <i>(Fiction)</i></li> <li>Newspaper report/Wanted Poster <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Letter <i>(Non-Fiction)</i></li> <li>Narrative - <i>(Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Diary writing <i>(Non-Fiction)</i></li> <li>Narrative writing - storyboard <i>(Fiction)</i></li> <li>Calligram <i>(Poetry)</i></li> </ul>



2024 - 2025

# Year 2 English Overview

<p><b>Writing focus/ NC Coverage:</b></p>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>• Features of a non-chronological report</li> <li>• Features of instructions</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>• Sentences with different forms: statements, commands, questions and exclamations</li> <li>• Capital letters, full stops, question marks, exclamation marks</li> <li>• Nouns/pronouns</li> <li>• Descriptive language</li> <li>• Adjectives (expanded noun phrases)</li> <li>• Power of 3</li> <li>• Commas for lists</li> <li>• Similes</li> <li>• Conjunctions (time, place and cause)</li> <li>• Clause/ subordinate clause</li> <li>• Model/imperative verbs</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>• Feature of a description - guess my animal/pet (Physical and personality)</li> <li>• Features of instructions</li> </ul> <p><b>(Extracts from non-fiction texts on Pets)</b></p> <ul style="list-style-type: none"> <li>• Features of riddles <b>(Extracts from Animal Riddles texts)</b></li> <li>• Writing and performing poetry</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>• Expanded noun phrases to describe and specify</li> <li>• Adjectives</li> <li>• Similes</li> <li>• Adverbs</li> <li>• Commas for lists</li> <li>• Imperative verbs</li> <li>• Apostrophes for possession and contraction</li> <li>• Conjunctions - co-ordinating and subordinate</li> <li>• Rhetorical questions/question marks</li> <li>• Introduce 'show NOT tell'</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>• Features of an explanation report</li> <li>• Features of persuasion</li> <li>• Facts/opinions</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>• Paragraphs - blocks of writing under subheadings</li> <li>• Questions/ question marks</li> <li>• Conjunctions to add details</li> <li>• Topic/technical vocabulary</li> <li>• Past/present tense verbs</li> <li>• Commas for lists</li> <li>• Persuasive and emotive vocabulary</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>• Features of a fairy tale narrative</li> <li>• Features of a newspaper report</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>• Recap - Sentences with different forms: statements, commands, questions and exclamations</li> <li>• Capital letters, full stops, question marks, exclamation marks</li> <li>• Recap descriptive language - adjectives, similes, adverbs.</li> <li>• Extended sentences with conjunctions</li> <li>• Indirect speech/ speech bubbles</li> <li>• Formal language and vocabulary</li> <li>• Ordering sentence starters</li> <li>• Rhetorical questions</li> <li>• Verb tenses</li> <li>• Facts/opinions</li> <li>• Catchy headlines/slogans</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>• Features of a persuasion</li> <li>• Features of a letter</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>• Paragraphs that flow</li> <li>• Powerful adjectives for effect</li> <li>• Personal view</li> <li>• Support opinions with facts</li> <li>• Persuasive/ Emotive language</li> <li>• Present tense</li> <li>• Formal language/ vocabulary choices</li> <li>• Rhetorical question</li> </ul>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> <li>• Features of a diary</li> <li>• Features of a calligram</li> </ul> <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Chronological order</li> <li>• Use 'who, what, when' to add details</li> <li>• Write using the 5 senses</li> <li>• Expanded noun phrases</li> <li>• Adverbs</li> <li>• Language for effect in a poem</li> <li>• Personification for fire</li> </ul>
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