



English Whole School Overview

2017/18

Year 2	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Narrative	Non fiction	Poetry	Narrative	Non fiction	Poetry	Narrative	Non fiction	Poetry	Narrative	Non fiction	Poetry	Narrative	Non fiction	Poetry	Narrative	Non fiction	Poetry
Reading: Word reading Year 2																		
Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.																		
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.																		
Read further common exception words , noting unusual correspondence between spelling & sound and where these occur in the word.																		
Read accurately words of two or more syllables that contain the taught GPCs.																		
Read most words quickly and accurately, without overt sounding & blending , when they have been frequently encountered.																		
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.																		
Re-read these books to build up their fluency & confidence in word reading.																		
Read words containing common suffixes .										x	x	x	x	x	x	x	x	x
Reading: Comprehension¹ Year 2																		
Develop pleasure in reading, motivation to read, and understanding by:																		
Listening to, discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently																		



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Discussing the sequence of events in books & how items of information are related.	x			x			x	x		x	x		x	x			x	
Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales.	x			x			x			x			x			x		
Recognising simple recurring literary language in stories & poems.																		
Discussing their favourite words & phrases.																		
Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.			x			x			x			x			x			x
Being introduced to non-fiction books that are structured in different ways.		x			x			x			x			x			x	
Discussing & clarifying the meaning of words , linking new meanings to known vocabulary.																		
Reading: Comprehension² Year 2																		
Understand both the books they can already read accurately and fluently and those they listen to by:																		
Drawing on what they already know or on background information & vocab provided by the teacher.																		
Checking that the text makes sense to them as they read & correcting inaccurate reading.																		
Making inferences on the basis of what is being said & done																		
Predicting what might happen on the basis of what has been read so far	x			x			x			x						x		
Answering & asking questions	x			x			x			x			x			x		
Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.																		
Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.																		
Writing: Handwriting Year 2																		
Form lower-case letters of the correct size relative to one another.																		
Start using some of the diagonal & horizontal strokes needed to join letters and understand																		



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which letters, when adjacent to one another, are best left unjoined.																		
Write capital s of the correct size, orientation and relationship to one another and to lower case letters.																		
Use spacing between words that reflects the size of the letters.																		
Write digits of the correct size and orientation.																		
Writing: punctuation & grammar Year 2																		
<u>Sentence structure</u> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, or but</i>). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	x		X	x		x	x		x	x		x	x		x	x		x
<u>Text structure</u> Correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	x	x		x	x		x	x		x	x		x	x		x	x	
<u>Punctuation</u> Use of capital letters , full stops , question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling & to mark singular possession in nouns.																		
<u>Terminology</u> <ul style="list-style-type: none"> o noun, noun phrase o statement, question, exclamation, command o compound, suffix o adjective, adverb, verb o tense (past, present) o apostrophe, comma 																		



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Writing Composition Y2																		
Develop positive attitudes towards & stamina for writing by writing: - narratives about personal experiences and those of others (real and fictional) - about real events - poetry - for different purposes																		
Plan writing Plan or say out loud what they are going to write about Write idea and/or key words including new vocab.	x	x		x	x		x	x		x	x		x	x		x	x	
Encapsulate what they want to say, sentence by sentence .																		
Make additions, revision and corrections to their own writing by: - Evaluating their writing with the teacher or other pupils - Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form																		
Proof read to check for errors in spelling, grammar and punctuation																		
Read aloud their writing with appropriate intonation to make the meaning clear.																		
Writing: Spelling Y2																		
Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly																		
Learn new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones.																		
Spell common exception words																		
Spell more words with contracted forms																		
Distinguish between homophones and near homophones																		
Add suffixes to spell longer words: -ment, -ness, -ful, -less & -ly.													x	x	x	x	x	x
Write from memory simple sentences dictated by the teacher that include words using the																		



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GPCs, common exception words and punctuation taught so far.																		
Spell by learning the possessive apostrophe (singular).							x	x	x	x	x	x	x	x	x	x	x	X