

Amble Links First School - Y2 English Overview 2021-2022

Year 2	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Texts	<u>Writing Units</u> Fiction: Little Red Riding Hood Focus: Characterisation Non-Fiction: Explanation	<u>Writing Units</u> Fiction: Meerkat Mail Focus: Characterisation Non-Fiction: Poetry	<u>Writing Units</u> Fiction: How Coyote Brought Fire to the Earth Focus: Description Non-Fiction: Instructions How to defeat Fire Giants	<u>Writing Units</u> Fiction: Baba Yaga Focus: Openings Non-Fiction: Non-Chronological Reports All about Witches	<u>Writing units</u> Fiction: Persephone Focus: Endings Non-Fiction: Recount News Report	<u>Writing Units</u> Fiction: The Papaya that Spoke Focus: Dialogue Non-Fiction: Poetry
Spelling	Phase 5 GPCs (grapheme-phoneme correspondences) Homophones ‘igh’ sound spelt ‘i’ Common Exception Words High Frequency Words	Phase 5 GPCs Homophones ‘j’ sound spelt ‘ge’, ‘dge’ and ‘g’ ‘s’ sound spelt ‘c’ ‘N’ sound spelt ‘kn’ and ‘gn’ Common Exception Words High Frequency Words	‘igh’ sound spelt ‘y’ Contractions Words ending in -le Suffixes -ing, -ed, -er, -est and -y Suffix -y to words ending in ‘e’ ‘ee’ sound spelt ‘ey’ Near homophones ‘r’ sound spelt ‘wr’ Common Exception Words High Frequency Words	‘o’ sound spelt ‘a’ after ‘w’ and ‘qu’ ‘sh’ sound spelt ‘s’ Homophones Adding -es to words ending in ‘y’ The possessive apostrophe Adding suffixes -ful, -less, and -ly Contractions Words ending -tion	‘l’ sound spelt ‘-el’ Suffixes -ing, -ed, -er and -est to words ending in ‘y’ ‘or’ sound spelt ‘a’ before ‘l’ and ‘ll’ ‘or’ sound spelt ‘ar’ after ‘w’ Suffixes -ment and -ness ‘er’ sound spelt ‘or’ after ‘w’ The possessive apostrophe ‘l’ sound ‘al’ at the end of words Common Exception Words	Homophones ‘u’ sound spelt ‘o’ ‘l’ sound spelt ‘il’ at the end of words Common Exception Words
Grammar & Punctuation	<u>Text Structure</u> Fiction: <ul style="list-style-type: none"> Secure use of planning tools e.g. story map, ‘Boxing-up’ grid Plan opening around a character 5 part story structure Non-Fiction: <ul style="list-style-type: none"> Group related ideas Introduction Diagrams Final comment <ul style="list-style-type: none"> Consistent use of present tense and past tense throughout writing Use of progressive form of verbs in the present and past tense to mark actions in progress 		<u>Text Structure</u> Fiction: <ul style="list-style-type: none"> Secure use of planning tools e.g. story map, ‘Boxing-up’ grid Plan opening around a setting 5 part story structure Non-Fiction: <ul style="list-style-type: none"> Sub-headings Introduction Use of lists Final comment <ul style="list-style-type: none"> Consistent use of present tense and past tense throughout writing Use of progressive form of verbs in the present and past tense to mark actions in progress 		<u>Text Structure</u> Fiction: <ul style="list-style-type: none"> Secure use of planning tools e.g. story map, ‘Boxing-up’ grid 5 part story structure Non-Fiction: <ul style="list-style-type: none"> Group related ideas Introduction Final comment <ul style="list-style-type: none"> Consistent use of present tense and past tense throughout writing Use of progressive form of verbs in the present and past tense to mark actions in progress 	
	<u>Sentence Construction</u> <ul style="list-style-type: none"> Types of sentences Coordinating conjunctions e.g. ‘and’, ‘but’, ‘or’, ‘so’ Expanded noun phrases 		<u>Sentence Construction</u> <ul style="list-style-type: none"> Subordinating conjunctions e.g. ‘when’ and ‘if’ ‘-ly’ starters e.g. Carefully,... Eventually,... Slowly,... Embellish simple sentences using adjectives List of 3 for description 		<u>Sentence Construction</u> <ul style="list-style-type: none"> Vary openers to sentences Embellish simple sentences using adverbs Drop in a relative clause: who/which Use long and short sentences: long sentences to add description and short sentences for emphasis 	
	<u>Word Structure/Language</u> <ul style="list-style-type: none"> Alliteration Similes using ‘like’ Two adjectives to describe the noun Prepositions 		<u>Word Structure/Language</u> <ul style="list-style-type: none"> Formation of adjectives using suffixes such as -ful and -less Use of the suffixes -er and -est to form comparisons of adjectives and adverbs Adverbs for description 		<u>Word Structure/Language</u> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness and -er Use of the suffixes -er and -est to form comparisons of adjectives and adverbs 	

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		<ul style="list-style-type: none"> Adverbs for information Generalisers for information, e.g. most dogs...some cats 	
	<u>Punctuation</u> Demarcate Sentences: <ul style="list-style-type: none"> Capital Letters Full Stops Question Marks Exclamation Marks 	<u>Punctuation</u> <ul style="list-style-type: none"> Commas to separate items in a list Comma after -ly opener e.g. Fortunately,...Slowly,... Carefully, Apostrophes to mark singular possession 	<u>Punctuation</u> <ul style="list-style-type: none"> Apostrophes to mark contracted forms in spelling Speech bubbles/speech marks for direct speech (implicitly understand how to change from indirect speech to direct speech)