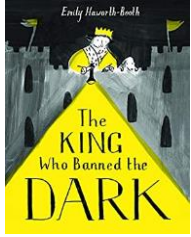
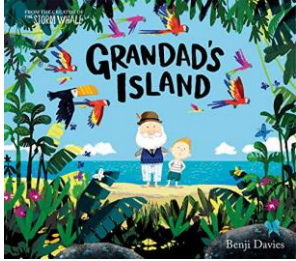


Year 2 English Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>A River</p> 	<p>The Night Gardener</p> 	<p>Bog Baby</p> 	<p>The King who Banned the Dark</p> 	<p>Grandad's island</p> 	<p>Rosie Revere</p> 
Writing Outcome and Purpose					
<p>Narrative: Circular Purpose: To narrate</p>	<p>Recount: Diary Purpose: To recount</p>	<p>Instructions: How to build a habitat Purpose: To instruct</p>	<p>Information: How to be a Regal Leader Purpose: To inform</p>	<p>Narrative: Return Purpose: To narrate</p>	<p>Narrative: Invention Purpose: To narrate</p>
<p>Recount: Letter Purpose: To inform</p>	<p>Narrative: Setting Purpose: To narrate</p>	<p>Narrative: Finding Purpose: To narrate</p>	<p>Narrative: Mistake Purpose: To narrate</p>	<p>Information: Jungle Animals Purpose: To inform</p>	<p>Explanation: How a machine works Purpose: To explain</p>
Oracy/ Current Affairs					

Drama recount	Pod Cast	Rap/Song	Presentation	Poster	Debate
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Little Wandle Spelling

Autumn 1

Phase 5 Review

Week 1 /ai/ a-e ai ay a eigh ea ey aigh
 /ee/ y ea ee e ie ey e-e
 /igh/ igh i-e i y ie
 /oa/ ow o o-e oa oe ou
 people eye whole

Week 2 /oo/ /yoo/ oo u u-e ew ue ou ui
 /air/ air are ear ere
 /ur/ er ur ir or ear
 /ow/ ou ow
 through improve move prove shoe
 two who beautiful their parents

Week 3 /or/ or a aw au ore oor al oar our augh
 aur
 /zh/ si su
 /ch/ ch tch ture*
 /sh/ sh ti ch ssi ci si
 thought sure

Week 4 /j/ j g ge dge
 /s/ s ss c ce se st sc
 /u/ ou
 /e/ ea
 /i/ y
 /o/ a
 /u/ o o-e
 /oo/ u oul
 schwa: er a or ar our re
 once again any many friend busy
 pretty because laugh**

Spring 1

Spelling

Week 1 and 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?
 once two knight/night

Week 3 and 4 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?
 any many one/won

Week 5 Why do some words end 'ge' or 'dge'?
 Why can /j/ b be spelled 'j' or 'g' in different words?

Spring 2

Week 1 The 'W special'
 How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?
 who whole our/hour

Week 2
 Week 3 Why do I swap the 'y' for an 'i' when I add the suffix -es?
 people friend quite/quiet

Summer 1

Week 1 Why does 'c' make the sound /s/ in some words?
 beautiful laugh here/hear
 Week 2 9 How can I spell the sound /zh/? busy pretty be/bee
 Week 3 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?
 parents because bare/bear
 Week 4
 Week 5 11 How can I show missing letters in a word? Review there/their/

Summer 2

Week 1 and 2 Why do some longer words have the spelling 'ti' for /sh/?
 eye shoe sun/son
 Week 3 How do I use the possessive apostrophe (singular possession)?
 thought through whole/hole
 Week 4 and 5 When do I swap, drop or double? (-ing, -er, -est, -y, -ed)
 Review blue/blew

Week 5 ie /ee/ /igh/
 y /ee/ /igh/ /i/
 ea /ee/ /e/ /ai/
 a /a/ /ai/ /or/
 friend

Autumn 2

Bridge to Spelling

Week 1 What do I need to know to think about spelling?

How do I use the Complete the code chart to help me to spell?

Week 2 Why do I double letters at the end of words?

Why do I double letters in some longer words ending in -er?

Week 3 Why do some words end in 'k' or 'ck'?
 Why do some words end in 'ch' or 'tch'?

Week 4 When do I add the suffix -es/-s to words?

Why do I double the final letter in some words when I add the suffix -ing?

Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed?

Why do I drop the 'e' when I add the suffix -ing?

Week 4 Why do some words have the spelling 'ey'

for the sound /ee/?

move improve see/sea

Week 5 Why do some words end -le, -al, -il or -el?

Review to/too/two

Grammar: Sentence

Build on previous year & focus on:

Build on previous year & focus on:

Build on previous units & focus on:

Build on previous units & focus on:

Build on previous units & focus on:

Subordination (using when, if, that, because)
 Co-ordination (or, and,

Build on previous units & focus on:

Expanded noun phrases for description and

Build on previous units & focus on:

Build on previous units & focus on:
 Subordination (using

Build on previous units & focus on:

Build on previous units & focus on:
 Subordination (using when, if, that, because)

Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification	specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.	when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification
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Grammar: Text

Build on previous year & focus on: Correct choice and consistent use of nouns and pronouns.	Build on previous units & focus on: Correct choice and consistent use of descriptive language.	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
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Grammar: Punctuation

Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate	Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences	Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences
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Use apostrophes to mark singular possession in nouns

sentences
Apostrophes to mark where letters are missing in spelling
Commas to separate items in a list

sentences
Apostrophes to mark singular possession in nouns

sentence.
Apostrophes to mark singular possession in nouns
Commas to separate items in a list

Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling (contractions)

Apostrophes to mark singular possession in nouns
Commas to separate items in a list

Terminology for Pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma