**Year 2 English Writing Overview** 

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| A Riverhttps://pictures.abebooks.com/isbn/9781783704330-uk.jpg | The Night GardenerThe night gardener | Bog BabyThe Bog Baby : Willis, Jeanne, Millward, Gwen: Amazon.co.uk: Books | Rosie Reverehttps://pictures.abebooks.com/isbn/9781419708459-uk.jpg | Grandad’s island https://pictures.abebooks.com/isbn/9781471185106-uk.jpg | The King who Banned the Dark The King Who Banned the Dark |
| **Writing Outcome and Purpose****Fiction**  |
|  Narrative: Circular Narrative  Purpose: To narrate | Narrative: Setting Narrative  Purpose: To narrate | Narrative: Finding Narrative Purpose: To narrate | Narrative: Invention Narrative  Purpose: To narrate | Narrative: Return Narrative  Purpose: To narrate  | Narrative: Invention Narrative  Purpose: To narrate |
| **Non-Fiction Curriculum Focus**  |
| **Science:****Healthy Me**Information: Non-Chronological Report  | **History:** **The Great Fire of London**Recount: Diary entry  | **Science:****Young Gardeners**Instructions: How to plant a seed  | **History:****Local Heroes** Information: Fact File  | **Science:** **Material Monsters** Explanation: Comparison of materials  | **History:** **Holidays** Letter: Persuasive  |
| **Oracy/ Current Affairs** |
| Drama recount  | Pod Cast  | Rap/Song  | Presentation  | Poster | Debate  |
| **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 oupeople eye wholeWeek 2 /oo/ /yoo/ oo u u-e ew ue ou ui/air/ air are ear ere/ur/ er ur ir or ear/ow/ ou owthrough improve move prove shoetwo who beautiful their parentsWeek 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 sithought sureWeek 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 oulschwa: er a or ar our reonce again any many friend busypretty because laugh\*\*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? | **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/nightWeek 3 and4 Why do I drop the ‘e’ when I add the suffixes-ed, -ing, -er, -est and -y?any many one/wonWeek 5 Why do some words end ‘ge’ or ‘dge’?Why can /j/ b be spelled ‘j’ or ‘g’ in differentwords?**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/hourWeek 2Week 3 Why do I swap the ‘y’ for an ‘i’ when I addthe suffix -es?people friend quite/quietWeek 4 Why do some words have the spelling ‘ey’for the sound /ee/?move improve see/seaWeek 5 Why do some words end -le, -al, -il or -el? Review to/too/two | **Summer 1** Week 1 Why does ‘c’ make the sound /s/ in somewords?beautiful laugh here/hearWeek 2 9 How can I spell the sound /zh/? busy pretty be/beeWeek 3 10 What happens when I add the suffixes -ment,-ness, -ful -less and -ly to a root word?parents because bare/bearWeek 4Week 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 havethe spelling ‘ti’ for /sh/?eye shoe sun/sonWeek 3 How do I use the possessive apostrophe (singular possession)?thought through whole/holeWeek 4 and 5 When do I swap, drop or double?(-ing, -er, -est, -y, -ed)Review blue/blew |
| **Grammar: Sentence** |
| Build on previous year & focus on: Build on previous year & focus on: 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  | Build on previous units & focus on:  Build on previous units & focus on: 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 | Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification | Build on previous units & focus on: Expanded noun phrases for description and 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. | Build on previous units & focus on: Build on previous units & focus on: Subordination (using 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 | Build on previous units & focus on: Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification |
| **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 |
| **Grammar: Punctuation** |
| Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns | Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list | Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns | Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentence.Apostrophes to mark singular possession in nounsCommas to separate items in a list | Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) | Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences 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 |