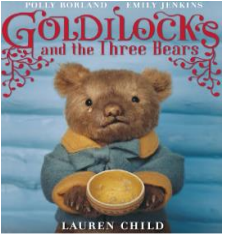
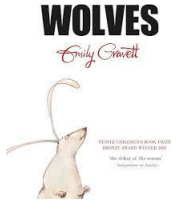

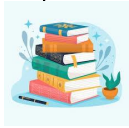
















Woolston Infant School English Overview (Year 2)




Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Autumn 1	<p>Goldilocks texts (3 versions) Lauren Child Week 2-4</p> 	<p><u>Possible writing opportunities</u> Wanted Poster Letter – apology Text comparison</p> <p><u>Final Outcome</u> Alternative story opening</p> <p><u>Purpose and audience:</u> To add detail to the story Our friends in Year 1</p>	<ul style="list-style-type: none"> <li>• Correct sentence demarcation (capital letters and full stops).</li> <li>• Use of expanded noun phrases (adjectives to describe) to add detail.</li> <li>• Use of co-ordinating conjunction: but.</li> <li>• Subordinating conjunction: because.</li> <li>• Formation of adjectives using suffixes -ful and -ness.</li> <li>• Using the past tense correctly when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Using past tense correctly -ed suffix with no change to root word (Y1)</li> <li>• Spell many common exception words (Yr1 and Yr2)</li> <li>• Segment spoken words into phonemes and make phonically plausible attempts at others.</li> <li>• Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.</li> </ul>
	<p>Wolves Emily Gravett Weeks 5-7</p> 	<p><u>Possible writing opportunities</u> Zone of relevance Checklist for features of non-fiction Wolf glossary</p> <p><u>Final Outcome</u> Fact-file about wolves</p> <p><u>Purpose and audience:</u> To inform the public – fact-files to be displayed in Woolston library.</p>	<ul style="list-style-type: none"> <li>• Use of expanded noun phrases (adjectives to describe).</li> <li>• Subordinating conjunction: because.</li> <li>• Use of coordinating conjunctions: and or.</li> <li>• Use of the present tense correctly and consistently.</li> <li>• Identify and write questions and statements using accurate punctuation.</li> <li>• Use technical/ topic specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell many common exception words (Yr1 and Yr2)</li> <li>• Segment spoken words into phonemes and make phonically plausible attempts at others.</li> <li>• Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.</li> </ul>
	<p>Poetry and performance opportunities</p> 	<p>Performing Goldilocks stories to Year 1. Hot seating in role as Goldilocks or a bear. Harvest poems performed in school Harvest assembly Reading and performing poetry: The Perfect Porridge, Noisy Poems by Jill Bennett, A First Poetry Book by Pie Corbett, Revolting Rhymes – Goldilocks and the three Bears.</p>		
	<p>Super Six</p> 	<ol style="list-style-type: none"> <li>1) Little People, Big Dreams – Florence Nightingale (NF)</li> <li>2) Rosie Revere – Engineer</li> <li>3) After The Fall</li> <li>4) Hansel and Gretel (Antony Browne version)</li> <li>5) Goldilocks And Just One Bear</li> <li>6) A First Poetry Book – Pie Corbett (P)</li> </ol>		

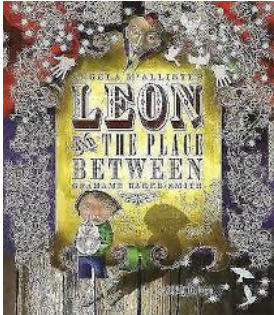
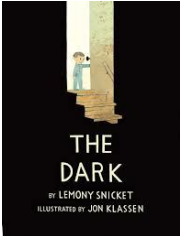

Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Autumn 2	<p>Great Fire of London Week 1-4</p> 	<p><u>Possible writing opportunities</u> Eyewitness accounts Sequencing the Great Fire. Great Fire fact sheet.</p> <p><u>Final Outcome:</u> A Londoner's diary (recount)</p> <p><u>Purpose and audience:</u> To recount and inform our parents about the Great Fire of London (Great Fire museum).</p>	<ul style="list-style-type: none"> <li>• Sentence types – commands, questions, statement and exclamations with the appropriate punctuation for demarcation.</li> <li>• Past progressive verb form -ing suffix</li> <li>• Use of -ly and -ment suffixes to create adverbs.</li> <li>• Use of expanded noun phrases with commas in a list.</li> <li>• Write in the 1<sup>st</sup> person.</li> <li>• Use the subordinating conjunctions: because, that, when.</li> <li>• Making simple additions/ revisions to their own writing – re-reading to check.</li> </ul>	<ul style="list-style-type: none"> <li>• Using past tense correctly -ed suffix with no change to root word (Y1)</li> <li>• Spell many common exception words (Yr1 and Yr2)</li> <li>• Segment spoken words into phonemes and make phonically plausible attempts at others.</li> <li>• Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.</li> </ul>
	<p>Fire Poetry Week 5-6</p> 	<p><u>Possible writing opportunities</u> Fire descriptions (adjectives) Instructions – how to keep safe around fire (adverbs)</p> <p><u>Final Outcome</u> Fire shape poem</p> <p><u>Purpose and audience:</u> To entertain – performing to parents at a class museum.</p>	<ul style="list-style-type: none"> <li>• Use a range of sentence types</li> <li>• Adding -ful and -less suffix to create adjectives.</li> <li>• Using expanded noun phrases to add descriptive detail.</li> <li>• Adding -ly suffix to create adverbs.</li> <li>• Sentence types – writing commands and demarcating with the correct punctuation.</li> <li>• Present progressive verbs with the -ing suffix.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell many common exception words (Yr1 and Yr2)</li> <li>• Segment spoken words into phonemes and make phonically plausible attempts at others.</li> <li>• Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.</li> <li>• Making simple additions/ revisions to their own writing – re-reading to check.</li> </ul>
	<p>Performance and poetry opportunities:</p> 	<p>Re-telling the nativity story (church service). Class museum – performing their poems to parents. Great Fire workshop – drama Reading and performing poetry: The Spider and The Fly, London Bridge Is Falling Down, Fire – Shirley Hughes, Fireworks – Gervais Phin.</p>		

	<p>Super Six</p> 	<ol style="list-style-type: none"> <li>1) A Walk In London</li> <li>2) The Street Beneath my Feet (NF)</li> <li>3) Ada Twist Scientist</li> <li>4) The Barnabus Project</li> <li>5) Christmas Grandpa (Michael Morpurgo)</li> <li>6) The Spider And The Fly (P)</li> </ol>		
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Spring 1	<p><i>The Journey Home</i> Frann Preston-Gannon Week 1-2</p> 	<p><b>Possible writing opportunities</b> Postcards Persuasive poster Animal fact-files</p> <p><b>Final Outcome</b> Persuasive letter to the Prime Minister</p> <p><b>Purpose and audience:</b> To persuade someone, sharing our letters with Mr Arthur.</p>	<ul style="list-style-type: none"> <li>• Use subordinating conjunctions <i>when, because, that, if</i></li> <li>• Using commas in a list</li> <li>• Application of questions, commands, statements and exclamations and demarcating with the correct punctuation.</li> <li>• Adjectives for emotive vocabulary.</li> <li>• Commas for contracted forms of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct tense throughout – applying the correct spelling rule for suffix -ing and -ed</li> <li>• Spell many common exception words (Yr1 and Yr2)</li> <li>• Segment spoken words into phonemes and make phonically plausible attempts at others.</li> <li>• Form capital letters and digits the correct size, orientation, relationship to one another and to lower-case letters.</li> <li>• Making simple additions/ revisions to their own writing – re-reading to check.</li> </ul>
	<p>Recount of real-life event: Trip to Sea City Museum Week 3-4</p> 	<p><b>Possible writing opportunities</b> Description of the Titanic Sequencing events of a day Advert for the museum</p> <p><b>Final Outcome</b> Recount of our trip.</p> <p><b>Purpose and audience:</b> To inform Year 1 about the trips you go on in Year 2.</p>	<ul style="list-style-type: none"> <li>• Range of sentence types</li> <li>• Use of taught suffixes so far</li> <li>• Third person</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces</li> <li>• Correct tense throughout – applying the correct spelling rule for suffix -ing and -ed (past tense, past progressive).</li> <li>• Use of correct verb tense agreement</li> <li>• Co-ordinating and subordinating conjunctions</li> <li>• Use of expanded noun phrases</li> </ul>

	<p><b>Ocean Meets Sky</b> <b>The Fan Brothers</b> <b>Week 5-6</b></p> 	<p><b>Possible writing opportunities</b> Retell of the story (scaffolded) Comparison of settings within the book Diary entry from Finn's POV</p> <p><b>Final Outcome</b> Own version of a section of the story (innovation)</p> <p><b>Purpose and audience:</b> To entertain our friends in Year R.</p>	<ul style="list-style-type: none"> <li>• Write simple coherent narratives (real and fictional)</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses</li> <li>• additions, proof reading and corrections.</li> <li>• Spell most CEWs</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence types</li> <li>• Capital letters, full stops and finger spaces</li> <li>• Correct tense throughout – applying the correct spelling rule for suffix -ing and -ed (past tense, past progressive).</li> <li>• Use of expanded noun phrases</li> </ul>
	<p><b>Performance and poetry opportunities:</b></p> 	<p>Reading our stories to Year R Sharing trip recounts with Year 1 Persuading Mr Arthur with our letters Reading and performing: The Shape of a poem – Chris Ogden, Now We Are Six and Halfway Down – AA Milne.</p>		
	<p><b>Super Six</b></p> 	<ol style="list-style-type: none"> <li>1) Tidy</li> <li>2) The Proudest Blue</li> <li>3) The Great Storm Whale</li> <li>4) The Magic And Mystery of Trees (NF)</li> <li>5) The Wilderness</li> <li>6) The Dragon Machine</li> </ol>		
<b>Term</b>	<b>Text</b>	<b>Potential Writing Outcome</b>	<b>Focus objectives</b>	<b>Ongoing objectives</b>
<b>Spring 2</b>	<p><b>Lizzy and the Cloud</b> <b>Weeks 1-3</b></p> 	<p><b>Possible writing opportunities</b> Advert – cloud seller Instructions Letter to the cloud seller</p> <p><b>Final Outcome</b> Non chronological report – how to take care of a cloud</p> <p><b>Purpose and audience:</b> To inform (and entertain) Mr Downer so that he makes sure the school's clouds are being taken care of.</p>	<ul style="list-style-type: none"> <li>• Use contractions and commas for possession (singular).</li> <li>• Prepositional language</li> <li>• Writing in the correct tense (simple and progressive form)</li> <li>• Organisational features of the text type (headings and paragraphs if appropriate – but this is not a Y2 objective – just for cohesion).</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces</li> <li>• Use of correct verb tense agreement</li> <li>• Co-ordinating and subordinating conjunctions</li> <li>• Use of expanded noun phrases</li> <li>• Formation of adjectives using known suffixes.</li> <li>• Using a range of sentence types</li> <li>• Spell most CEWs</li> </ul>

	Lila and the Secret of Rain Weeks 4-5	<p><b>Possible writing opportunities</b> Emotions graph Persuasive paragraph asking for rain Retelling/ sequencing of story</p> <p><b>Final Outcome</b> Setting description</p> <p><b>Purpose and audience:</b> To entertain our friends in Year 2 – reading to each other.</p>	<ul style="list-style-type: none"> <li>• Use the -er and -est to create comparatives and superlatives</li> <li>• Use of new and ambitious vocabulary.</li> <li>• Proof-reading to check for errors and making simple revisions when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces</li> <li>• Use of correct verb tense agreement</li> <li>• Use of expanded noun phrases</li> <li>• Spell most CEWs</li> </ul>
	<p>Rain Poetry Week 6</p> 	<p><b>Final Outcome</b> A rain poem</p> <p><b>Purpose and audience:</b> To entertain our parents – poetry recital.</p>	<ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Use of taught suffixes so far</li> <li>• Use the -er and -est to create comparatives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces</li> <li>• Use of expanded noun phrases</li> <li>• Formation of adjectives using known suffixes.</li> </ul>
<p>Performance and poetry opportunities:</p> 	<p>Performing our poems to each other and to our parents Sharing our stories with Poplar/Sycamore Acting out our text Acting in-role as Milo/the cloud seller etc. Poetry: The Rhythm of Life – Michael Rosen, Voices of Water – Tony Mitton.</p>			
<p>Super Six</p> 	<ol style="list-style-type: none"> <li>1) The Three Billy Goats Gruff</li> <li>2) Little People, Big Dreams – Nelson Mandela (NF)</li> <li>3) Here We Are (NF)</li> <li>4) Last Stop On Market Street</li> <li>5) Too Small Tola</li> <li>6) The Boy Who Grew Flowers</li> </ol>			
Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
Summer 1	<p>The Bear and The Piano Weeks 1-3</p> 	<p><b>Possible writing opportunities</b> Setting description Poster advertising the bear's concert</p> <p><b>Final Outcome</b></p>	<ul style="list-style-type: none"> <li>• Use a range of sentence types</li> <li>• Using apostrophes for contractions.</li> <li>• Using new vocabulary in context.</li> <li>• Commas in a list.</li> <li>• Writing in the first person.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple coherent narratives (real and fictional)</li> <li>• Use present and past tense correctly and consistently</li> <li>• Use co-ordination (or/and/but) and some subordination</li> </ul>

		Persuasive argument – city or forest  <b>Purpose and audience:</b> To persuade someone – persuading the adults in Year 2.	<ul style="list-style-type: none"> <li><b>SOME: Use the diagonal and horizontal strokes needed to join some letters.</b></li> </ul>	<p>(when/if/that/because) to join clauses</p> <ul style="list-style-type: none"> <li>Make simple additions, proof reading and corrections.</li> <li>Spell most CEWs</li> </ul>
	<p><b>The Tear Thief</b> <b>Weeks 4-6</b></p> 	<p><b>Possible writing opportunities</b> Writing from different character's viewpoints</p> <p><b>Final Outcome</b> Character description Letter</p> <p><b>Purpose and audience:</b> To entertain and to inform.</p>	<ul style="list-style-type: none"> <li>Use adverbs to describe the action taking place</li> <li>Questions – demarcated with question marks.</li> <li><b>Some: Use the diagonal and horizontal strokes needed to join some letters.</b></li> </ul>	<ul style="list-style-type: none"> <li>Write simple coherent narratives (real and fictional)</li> <li>Use present and past tense mostly correctly and consistently</li> <li>Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses</li> <li>Make simple additions, proof reading and corrections.</li> <li>Spell most CEWs</li> <li>Expanded noun phrases</li> </ul>
<p><b>Performance and poetry opportunities:</b></p> 	<p>Thought tapping Conscience alley Reading our arguments to our teachers/ the other class. Poems to read and perform: The Owl and the Pussy Cat, Seaview Haiku – John Foster, Life Doesn't Fight me at all – Maya Angelou</p>			
<p><b>Super Six</b></p> 	<ol style="list-style-type: none"> <li>Rabbit and Bear</li> <li>Julian Is A Mermaid</li> <li>The Tear Thief</li> <li>The Search for the Giant Arctic Jellyfish</li> <li><b>Our Tower</b></li> <li>The Bear and The Piano</li> </ol>			
<b>Term</b>	<b>Text</b>	<b>Potential Writing Outcome (long and short pieces)</b>	<b>Focus objectives</b>	<b>Ongoing objectives</b>

<b>Summer 2</b>	<b>Leon and the Place In Between</b> <b>Weeks 1-3</b>		<u>Possible writing opportunities</u> Writing a review Descriptive writing – barrel organ Thought bubble for Leon  <u>Final Outcome</u> Own Leon story  <u>Purpose and audience:</u> To share/ entertain our parents/carers	Recap of previously taught skills (what do you need to further consolidate from prior teaching).	<ul style="list-style-type: none"> <li>All previously taught skills</li> </ul>
	<b>The Dark</b> <b>Weeks 4-5</b>		<u>Possible writing opportunities</u> Emotions graph Why the dark is important  <u>Final Outcome</u> Diary entry – in role as Laszlo  <u>Purpose and audience:</u> To share/ entertain our parents/carers	Recap of previously taught skills (what do you need to further consolidate from prior teaching).	All previously taught skills
<b>Performance and poetry opportunities:</b>	Leavers assembly/ performance to parents Hot seating in role as Laszlo				
<b>Super Six</b>					<ol style="list-style-type: none"> <li>Ruby's Worry</li> <li>Grandad's Camper</li> <li>Quest</li> <li>Arthur and the Golden Rope</li> <li>Aaron Slater Illustrator</li> <li>I am the Seed that grew the tree (P)</li> </ol>

## Writing – transcription

### Statutory requirements

#### Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

### Statutory requirements

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### Statutory requirements

#### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits 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.

## Writing – composition

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

## Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see [English Appendix 2](#)), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in [English Appendix 2](#)
  - some features of written Standard English
- use and understand the grammatical terminology in [English Appendix 2](#) in discussing their writing.



Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">46</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>