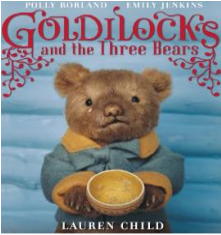
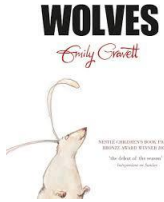








Woolston Infant School English Overview (Year 2)

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>		


**A1  
Milestone**





To write a sequence of grammatically accurate sentences written in the appropriate tense, spelling some common exception words correctly, using coordinating conjunctions and/or. For example, Wolves live in many places. Some wolves live in cold habitats and have thick fur coats.

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>



	<b>Performance and poetry opportunities:</b> 	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.
	<b>Super Six</b> 	<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>


<b>A2 Milestone</b>	<p>To write using a range of sentence types – such as exclamations, questions and commands appropriately. To use some subordinating conjunctions (because, when, that) and to start writing for specific purposes and audiences – e.g. instructions, diary entries and poetry. For example:</p> <p>Dear Diary,          I woke up and there was thick black smoke everywhere. I felt terrified that I might get trapped inside my tiny attic bedroom. Would I ever see my family again?</p>
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Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
<b>Spring 1</b>	<p><i>The Journey Home</i>            Frann Preston-Gannon            Week 1-2</p> 	<p><u>Possible writing opportunities</u>            Postcards            Persuasive poster            Animal fact-files</p> <p><u>Final Outcome</u>            Persuasive letter to the Prime Minister</p> <p><u>Purpose and audience:</u>            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</p>	<p><u>Possible writing opportunities</u>            Description of the Titanic</p>	<ul style="list-style-type: none"> <li>• Range of sentence types</li> <li>• Use of taught suffixes so far</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces</li> </ul>

	<p><b>Week 3-4</b></p> 	<p>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>• Third person</li> </ul>	<ul style="list-style-type: none"> <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>		
<p><b>Spring 1 Milestone</b></p>	<p>To use a range of sentence types confidently, and subordinating conjunctions to add cohesion, ensuring that verb tense choices are accurate (for example, past or present or progressive). Many common exception words are now spelled correctly. For example:</p>			


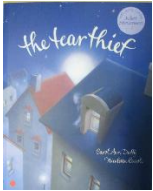
We need to protect our endangered animals because otherwise they will become extinct. Wouldn't that be devastating? Stop buying palm oil! Palm oil causes many innocent, defenceless animals to lose their habitats and become homeless.



Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Spring 2	<p>Lizzy and the Cloud Weeks 1-3</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 apostrophes 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>
	<p>Lila and the Secret of Rain Weeks 4-5</p>	<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>

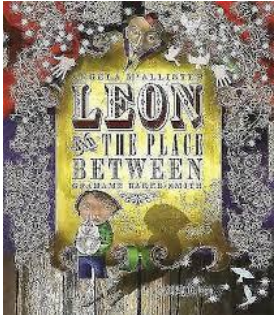
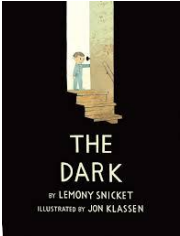

<b>Performance and poetry opportunities:</b> 	Performing our poems to each other and to our parents Sharing our stories with Poplar/Sycamore Acting out our text Acting in-role as Milo/the cloud seller etc. Poetry: The Rhythm of Life – Michael Rosen, Voices of Water – Tony Mitton.
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<b>Super Six</b> 	<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>
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<b>Spring 2 Milestone</b>	To write grammatically accurate sentences that contain some words using suffixes taught so far (e.g. ful/ly/ness/ment), using commas where necessary (e.g. in a list, or in expanded noun phrases). For example: The dry, barren land loomed before Lila. She carefully started to climb the mountain that seemed never-ending. Eventually Lila reached the top and started to cry heavy, wet tears of frustration.
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Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
<b>Summer 1</b>	<b>The Bear and The Piano</b> <b>Weeks 1-3</b> 	<u>Possible writing opportunities</u> Setting description Poster advertising the bear's concert  <u>Final Outcome</u> Persuasive argument – city or forest  <u>Purpose and audience:</u> To persuade someone – persuading the adults in Year 2.	<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> <li>• SOME: Use the diagonal and horizontal strokes needed to join some letters.</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 (when/if/that/because) to join clauses</li> <li>• Make simple additions, proof reading and corrections.</li> <li>• Spell most CEWs</li> </ul>
	<b>The Tear Thief</b> <b>Weeks 4-6</b> 	<u>Possible writing opportunities</u> Writing from different character's viewpoints  <u>Final Outcome</u> Character description Letter  <u>Purpose and audience:</u>	<ul style="list-style-type: none"> <li>• Use adverbs to describe the action taking place</li> <li>• Questions – demarcated with question marks.</li> <li>• Some: Use the diagonal and horizontal strokes needed to join some letters.</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> </ul>

		To entertain and to inform.		<ul style="list-style-type: none"> <li>• Make simple additions, proof reading and corrections.</li> <li>• Spell most CEWs</li> <li>• Expanded noun phrases</li> </ul>
<b>Performance and poetry opportunities:</b> 	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			
<b>Super Six</b> 	<ol style="list-style-type: none"> <li>1) Rabbit and Bear</li> <li>2) Julian Is A Mermaid</li> <li>3) The Tear Thief</li> <li>4) The Search for the Giant Arctic Jellyfish</li> <li>5) Our Tower</li> <li>6) The Bear and The Piano</li> </ol>			
<b>Summer 1 Milestone</b>	To write simple and coherent narratives using skills taught so far. To make basic additions and corrections after proof reading. To tell most common exception words correctly and to write well-crafted sentences that contain conjunctions when appropriate. For example: The tear thief crept, silent and stealthy, through the dark, shadowy streets. Her slippers were made of silk so that she didn't make a single sound as she clambered up lampposts. Upon her back she carried a precious sack containing treasured tears from many crying children.			
<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>

**Summer 2  
Milestone**

See the examples in the end of KS1 writing exemplification.

## 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>