

English Curriculum Overview - Year 2

	Unit	Details
Autumn One	Characterisation - expanded noun phrases Letter Writing - emotive language	Pupils learn a version of Little red Riding Hood as they focus on developing characterisation using expanded noun phrases. Pupils will continue to understand the 5-part story structure, as they create their own 'conquer the monster' tale. The non-fiction text will be a newspaper recount of the woodcutter winning a medal, focusing on past tense, with the written outcome a newspaper recount of their own. Year 2 is all about developing positive attitudes towards and stamina for writing in a range of different ways. The first is by writing about personal experiences and those of others, linking them to familiar stories. Pupils will now consider what they are going to write before planning by writing down ideas or orally rehearsing what they are going to write sentence by sentence. They are introduced to proof reading their work to check for errors in spelling, grammar and punctuation, as well as evaluating their work with their teacher and other pupils. Pupils continue to use their phonic knowledge to spell words and develop their use of simple punctuation. Handwriting focuses on correct letter size as the children work towards joining their writing. At their harvest assembly, pupils learn and perform a firework poem. Pupils are introduced to persuasion using the Day the Crayons Quit as their text, and adverbials of time as their focus. The written outcome is a persuasive letter demonstrating the skills they have learned. Before their Christmas performance, Year 2 will celebrate The Crayons Christmas, with a focus on emotive language.
Autumn Two		
Spring One	Description of characters - Adverbs Setting - Four sentence types	Pupils will find a dragon's egg on the field as they learn about Kassim and the Greedy Dragon. The focus is description of settings and characters using adverbs, which they will use in their independent writing of a warning tale at the end of the unit. Once the dragon has hatched the pupils will learn how to care for it, through an instruction text. They will learn to use short sentences to inform and pictures to make instructions clear, as well as sequential connectives to order their ideas. Pupils continue to develop positive attitudes and stamina for writing by considering ideas, planning and sequencing sentences. They will proof-read and check for errors, with the focus moving on to ensuring that verbs to indicate time are used correctly and consistently. Handwriting moves on to capital letters and their orientation to lower case letters. Pupils learn the classic losing story of the Lighthouse keeper and his lunch with a focus on setting and learning how to use sentences with different forms. Leading on from this they will learn about Grace Darling and her life, with the end outcome to be a diary entry. To achieve this, they learn about using the first person and past tense in their writing, alongside chronological order to ensure the diary is historically correct. The pupils also continue to develop their performance skills for different audiences, with an Easter poem.
Spring Two		
Summer One	Story language & structure - Relative clauses Settings & Description - Repetition	After Easter pupils read a 'rags to riches' story about The Ugly Five, as they begin their adventures in Africa. The focus is on story language using expanded noun phrases to describe and the structure of a 'rags to riches' tale, before writing their own. This leads into a non-fiction text about The Big Five in Africa, with a focus on the structure of a non-chronological report, chunking related information with an opening and a conclusion.. Their final text is about a girl who journeys to England from Trinidad, in a wonderful story based on the early life of Baroness Floella Benjamin. The focus is on settings, as the children compare the start and end of the journey, and the use of the four sentence types in their writing. Pupils will then learn a short poem All About Me, before creating their own simple autobiographical poem. Throughout the term pupils continue to plan for a range of different purposes, write their orally rehearsed and sequenced sentences, being able to encapsulate what they want to say, with a positive attitude and stamina towards writing. They will now independently proof-read, check for errors, evaluate their writing with their teachers and their peers, and where possible, read their work aloud with appropriate intonation. Handwriting will continue to develop the strokes needed to join letters, and spelling will continue to develop as they learn more homophones, suffixes and prefixes, alongside the Year 2 common exception words.
Summer Two		