
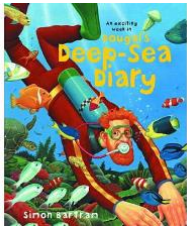

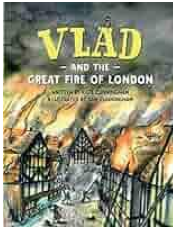

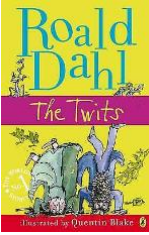


## Year 2 English Yearly Overview

	Autumn		Spring		Summer	
Key texts						
Reading comprehension focus	<p>Make <b>plausible predictions</b> showing an understanding of the ideas, events and characters they are reading about.</p>	<p>Make <b>inferences</b> about characters from what they say and do, focusing on important moments in a text.</p> <p><b>Retrieve and record</b> information from non-fiction texts.</p>	<p><b>Discuss</b> themes, plots, events and characters.</p> <p><b>Retell</b> stories giving the main points or events in sequence and highlighting significant moments or incidents.</p>	<p>Use <b>dictionaries</b> to locate words by the initial letter. Use terms such a definition.</p> <p><b>Compare</b> the information given about topics in non-fiction texts.</p>	<p><b>Explain</b> and discuss their understanding of books that I listen to.</p> <p>Learn about <b>cause and effect</b> in both narrative and non-fiction.</p>	<p><b>Speculate</b> about the meaning of unfamiliar words in non-fiction texts.</p> <p><b>Ask questions</b> to understand more about characters and events in narrative or the topic in non-fiction.</p>
Spelling, punctuation & grammar focus	<p><b>Recap</b> Year 1 SPAG.</p> <p><b>Co-ordination</b> using or, and or but.</p> <p>Using <b>expanded noun phrases</b> to describe and specify.</p>	<p><b>Commands</b>, and statements.</p> <p>Correct use of <b>past and present tenses</b> including the progressive form.</p>	<p>Introduction to <b>verbs and adjectives</b>; using <b>commas</b> to separate items in a list.</p> <p><b>Subordination</b> using when, if, that or because.</p>	<p><b>Homophones</b></p> <p>Use of -ly to turn adjectives into <b>adverbs</b>.</p>	<p>Formation of nouns using suffixes such <b>-ness, -er</b>.</p> <p>Use of suffixes <b>-er and -est</b> in adjectives.</p>	<p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>Year 2 SPAG <b>consolidation</b>.</p>

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<p align="center">Writing composition focus</p>	<p>Write down ideas and key words including <b>new vocabulary</b> for a set of <b>instructions</b>.</p> <p><b>Plan</b> what they are going to write about and write <b>character descriptions</b>.</p>	<p>Write a <b>setting description</b>. <b>Evaluate</b> their writing with the teacher and other pupils.</p> <p>Plan writing sentence by sentence and write a <b>letter</b>. <b>Edit</b> and improve writing.</p>	<p>Write a <b>fictional narrative</b> based on their own experiences or those of others. (real and fictional).</p> <p>Write for a range of different purposes such as non-fiction <b>report</b>.</p>	<p>Write for a range of different purposes such as a <b>diary entry</b>.</p> <p>Write idea and/or key words including <b>new vocabulary</b>.</p>	<p><b>Plan</b> what they are going to write about and write a <b>narrative</b>.</p> <p>Write for a range of different purposes such as non-fiction <b>report</b>. <b>Edit</b> and improve writing.</p>	<p><b>Plan</b> what they are going to write about and write <b>character descriptions</b>.</p> <p>Make <b>additions, revisions and corrections</b> to their own writing by <b>re-reading</b> to check it makes sense.</p>
<p align="center">Speaking and Listening focus</p>	<p>Ask questions to <b>clarify understanding</b> and learn new vocabulary.</p>	<p><b>Listen and reply</b> to the speaker remembering specific points of interest.</p>	<p><b>Recount</b> experiences and imagine scenarios, <b>connecting ideas</b>, including relevant detail.</p>	<p><b>Sustain attention</b> in <b>purposeful</b> conversations and stay on topic.</p>	<p>Use modelled <b>Standard English</b> for speech, when appropriate, on occasion self-correcting.</p>	<p>Show greater awareness that <b>more formal vocabulary and tone</b> of voice are sometimes appropriate and explore different ways of speaking.</p>