

YEAR 2

ENGLISH

OVERVIEW

2020/2021

Topics to be covered	Vocabulary, Grammar and Punctuation	Spelling	Comprehension	Composition	Anthology
Fall Term	Using suffixes to form nouns Compound nouns Using suffixes to form adjectives	Spelling for -er sound -ou/ow sound High frequency words review	Poetry	Personal stories (1) Fairy tales Traditional tales (1) Information writing	Fairy tales Traditional tales Modern fiction
Fall Term	Using suffixes to form adverbs from adjectives Using suffixes in adjectives Coordinating conjunctions	High frequency words review (cont) Double consonants at the end of words -ing -nk	Traditional tales	Reports Simple instructions Simple explanations Review all	Nonsense poetry Descriptive poetry Word-play poetry
Winter Term	Subordinating conjunctions Expanded noun phrases Sentence types: statement	Words ending in -ge Words ending in -dge C before e, l and y Words beginning with kn- and gn- Words beginning with wr- Words ending in -le	Letters and messages	Poetry x2 Stories from another culture	Instruction texts Explanation texts
Winter Term	Sentence types: questions Sentence types: exclamations Sentence types: commands	Words ending in -el Words ending in -al Words ending in -il Words ending in -y Adding -es to words ending in -y	Instructions and explanations	Information writing: fact files Explanation writing: healthy eating Stories set long ago Instructions	Fantasy fiction Fiction with a message Letters
	Present tense and past tense Progressive	Adding -ed to words ending in -y Adding -er	Word Play	Poetry: animal rhymes Narrative	Information texts

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Spring Term	verb forms in the present tense and past tense Commas in list	or –est to root words ending in –y Adding –ing to root words ending in –y Adding new endings to root words ending in –e Adding new endings to one- syllable words with short vowel sounds.		Non-chronological report	
Spring Term	Apostrophes for omission Apostrophes for possession Revision	The /or/ sound spelled ar after w The /sh/ sound spelt s Adding the suffixes –ment, -ness, -ful, -less and –ly (1) Adding the suffixes –ment, -ness, -ful, -less and –ly (2) Apostrophes for contractions	Non Chronological reports	Traditional tales (2) Myths Personal stories (2) Review all	Longer poems

CONTENTS

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding of ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EVALUATION CRITERIA

Reading 25%

Writing 25%

Speaking 25%

Listening 25%

ASSESSMENT TOOLS

WRITING.

Comprehension texts that the students complete individually

Frequent revision of student's notebooks which contain varied writing tasks in different genres.

Collins workbooks

READING.

Read alouds in class, at least weekly.

Presentations and exhibits in the classroom.

SPEAKING AND LISTENING.

Dialogue

Oral presentation

Games and theater prompts

METHODOLOGY

The class will be active with a high degree of participation.

We will work around the structure of different themes that are relevant to our context and/or appeal to the children such as Black History Month, Science month, or a continuation of the very successful exploration of poetry from the previous year.

Every day will include a group activity/motivation . The children will be encouraged to bring motivating materials to class including books, posters, or presentations. Then there will be a time for individual work, including reading , writing, or both. The aim is to read and write daily.

There will be a spelling test once a week and frequent showcasing of the children's work, be it by entering contests, panels on walls, etc.

The yearly planning covers British Values in the following ways

DEMOCRACY: In order to reflect the democratic values of our society, we encourage children to value the opinions of their own and this is accomplished through our School Council. The elections of members of the School Council are based on pupil votes.

THE RULE OF LAW: The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced. Each class has an agreed set of rules alongside the school rules which are prominently displayed. Children are taught that community cohesion and personal responsibility are secured through rules and laws in our society, that they are concerned with our safety and that there are consequences when they are broken.

INDIVIDUAL LIBERTY: Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons.

MUTUAL RESPECT: Part of our school ethos and behaviour policy are based around core values such as 'respect' and 'responsibility' and these values determine how we live as a community at school. Assemblies promote personal qualities and values for life and are central to how we expect everyone to conduct themselves at our school. Children and adults alike, including visitors, are challenged if they are disrespectful in any way.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS: This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. We celebrate the origin and cultures of all of our children and are keen to learn from them.