

**YEAR TWO, YEAR OVERVIEW, ENGLISH**

Topics to be covered	Vocabulary, grammar and punctuation	Spelling	Comprehension	Composition	Anthology
11 <sup>th</sup> September – 19 <sup>th</sup> October	Using suffixes to form nouns  Compound nouns  Using suffixes to form adjectives	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	Fairy tales	Personal stories (1)  Fairy tales  Traditional tales (1)  Information writing	Fairy tales  Traditional tales  Modern fiction
30 <sup>th</sup> October – 19 <sup>th</sup> December	Using suffixes to form adverbs from adjectives  Using suffixes in adjectives  Co-ordinating conjunctions	Words ending in -el  Words ending in -al  Words ending in -il  Words ending in -y  Adding -es to words ending in -y	Traditional tales and contemporary tales	Reports  Simple instructions  Simple explanations  Review all	Nonsense poetry  Descriptive poetry  Word-play poetry
8 <sup>th</sup> January – 15 <sup>th</sup> February	Subordinating conjunctions  Expanded noun phrases  Sentence types: statements	Adding -ed to words ending in -y  Adding -er 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.	Classic poetry	Poetry x2  Stories from another culture	Instruction texts  Explanation texts
25 <sup>th</sup> February – 5 <sup>th</sup> April	Sentence types: questions  Sentence types: exclamations  Sentence types: commands	Spelling words with al or all  The /u/ sound spelt o  The /ee/ sound spelt ey	Word play	Information writing: fact files  Explanation writing: healthy eating  Stories set long ago	Non-chronological reports  Diary recounts

		<p>The /o/ sound spelt a after w and qu</p> <p>The /er/ sound spelt or after w</p>		<p>Instructions</p> <p>Review all</p>	
23 <sup>rd</sup> April – 24 <sup>th</sup> May	<p>Present tense and past tense</p> <p>Progressive verb forms in the present tense and past tense</p> <p>Commas in lists</p>	<p>The /or/ sound spelt ar after w</p> <p>The /sh/ sound spelt s</p> <p>Adding the suffixes –ment, -ness, -ful, -less and –ly (1)</p> <p>Adding the suffixes –ment, -ness, -ful, -less and –ly (2)</p> <p>Apostrophes for contractions</p>	Instructions and explanations	<p>Poetry: animal rhymes</p> <p>Narrative</p> <p>Non-chronological report</p>	<p>Fantasy fiction</p> <p>Fiction with a message</p> <p>Letters</p>
3 <sup>rd</sup> June – 9 <sup>th</sup> July	<p>Apostrophes for omission</p> <p>Apostrophes for possession</p> <p>Revision</p>	<p>Apostrophes to show possession</p> <p>Words ending in –tion</p> <p>Homophones (1)</p> <p>Homophones and near homophones</p> <p>Homophones (2)</p>	Non-chronological reports	<p>Traditional tales (2)</p> <p>Myths</p> <p>Personal stories (2)</p> <p>Review all</p>	<p>Information texts</p> <p>Longer poems</p>

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Language structure	Standard English	Vocabulary/ language structure	Punctuation	Subordinate clause word list
Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets	because after before as when as soon as if that  <b>Coordination</b> Or But and

Year group	Word structure	Sentence structure	Text structure	Punctuation	Vocabulary
2	Formation of nouns using suffixes such as –ness, –er  Formation of adjectives using suffixes such as – ful, –less  Use of the suffixes –er and –est to form comparisons of adjectives and adverbs  Adverbs ‘ly’	Subordination (using when, if, that, or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command.	Correct choice and consistent use of present tense and past tense throughout writing.  Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list Apostrophes to mark contracted forms in spelling and possession	Verb tense (past, present) adjective noun suffix apostrophe comma

## **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 skills 25%

Oral skills 25 %

Writing skills 25 %

Listening skills 25%

## **ASSESSMENT TOOLS**

READING AND WRITING	ORAL AND LISTENING
Various classroom tasks. Varying activities to evaluate each student (textbook/ photocopiable worksheets/ written tests). Group work Interactive ICT activities. Collins workbooks.	Individual and collective questions Dialogue Oral presentations Oral test

## **METHODOLOGY**

Communicative and active methodology along with class participation and demonstration.

There are five, one-hour lessons of English per week at Key Stage 1 in year 2. They are set out as follows: Day 1: Spelling, Day 2 : Vocabulary, grammar and punctuation, Day 3 : Comprehension, Day 4 Composition, Day 5: Anthology, reading – book reviews, class reader and develop pleasure for reading.

## **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.