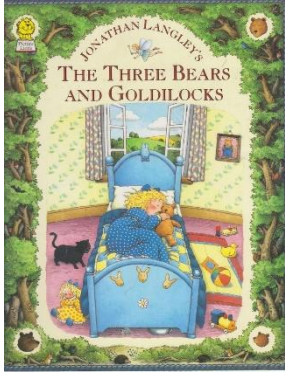
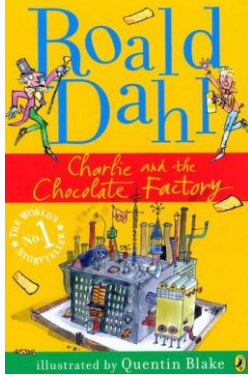
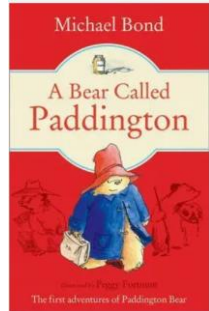


English Overview - Year 2

	AUTUMN	SPRING	SUMMER
CORE TEXT(s) or FILM PIECE			<p>**Film** <i>Snip from the Paddington movie.</i></p> 

NARRATIVE

NARRATIVE – unit and skills	<p><u>Stories based on a familiar setting</u></p> <p>Writing skills:</p> <ul style="list-style-type: none"> -Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. -Say, write and punctuate simple and compound sentences using the connectives and, but and or. -Write about real and fictional events. -Proofread to check for errors in spelling, grammar and punctuation. -Read aloud their writing with intonation to make the meaning clear. -Select, generate and effectively use adjectives. - 	<p><u>Charlie and the Chocolate Factory</u></p> <p>Writing skills:</p> <ul style="list-style-type: none"> -Use commas to separate items in a list -Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. - Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. - Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. - Say, write and punctuate simple and compound sentences using the connectives and, but and or. - Proofread to check for errors in spelling, grammar and punctuation. - Edit and improve their own writing in relation to audience and purpose. -Write about real and fictional events. 	<p><u>Paddington Bear</u></p> <p>Writing skills:</p> <ul style="list-style-type: none"> -Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. -Write about real and fictional events. -Use subordination for time e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing. Other time connectives: while, as, before, after. -Use subordination for reason e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Other reason connectives: so, if, then, for, unless.
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English Overview - Year 2

Scaffolded Purpose	Purpose: To write an innovated story based on a well-known plot and familiar setting.	Purpose: To write a newspaper article retelling part of a story.	Purpose: To write a story based on a story plot created as a class.
Independent Purpose and Audience	Purpose: To write an innovated story based on a well-known story plot and familiar setting. Audience: To read their story Dolphins.	Purpose: To write a newspaper article predicting the next part of a story. Audience: Our parents and carers- via seesaw.	Purpose: To write a story based on a story plot given. Audience: To make a story book.
Narrative Weekly short independent writing opportunities within the unit	-retelling the original story. -Character descriptions -Wanted poster -GPS short writing opportunities throughout.	-Newspaper article -Diary entry -Character description -Hot seating questions -GPS short writing opportunities throughout.	-Predictions on what will happen next -Diary entry -post card -Character descriptions -GPS short writing opportunities throughout.

Non-fiction

Non-fiction Unit and skills	<u>Instructions</u> <u>Writing skills:</u> -Use subordination for time e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing. Other time connectives: while, as, before, after. -Select, generate and effectively use verbs. -Use sentences with different forms: statement, question, command, exclamation. -Use commas to separate items in a list. -Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.	<u>Persuasive leaflet</u> <u>Writing skills:</u> -Use present tense for non-chronological reports and persuasive adverts. -Use sentences with different forms: statement, question, command, exclamation. --Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. -Use present tense for non-chronological reports and persuasive adverts. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade . -Edit and improve their own writing in relation to audience and purpose_	<u>Recount</u> <u>Writing skills:</u> -Use subordination for reason e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Other reason connectives: so, if, then, for, unless. - Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports. - Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. - Write about real and fictional events. -Proofread to check for errors in spelling, grammar and punctuation. -Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.
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English Overview - Year 2

	-Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.	- Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.	
Scaffolded Purpose	Purpose: To write a set of instructions on how to decorate a Christmas tree.	Purpose: To write a leaflet persuading people to visit the chocolate factory.	Purpose: To write a recount on an event that has happened in school.
Independent Purpose and Audience	Purpose: To write their own set of instructions on how to make a disgusting sandwich. Audience: Share their writing with another class.	Purpose: To write a leaflet persuading people to come to St. Marys school. Audience: Share with Mrs Wolstenholme.	Purpose: To write a recount on our school sports day. Audience: Share their writing with another class.
Non-Fiction Weekly short independent writing opportunities within the unit	- Lots of short writing opportunities for instructions. - Command sentence writing (Imperative verbs) - Sentences using commas in a list. - GPS activities throughout	- Hot seating Willy Wonka (Written Q) - Thought showers - Descriptive writing - GPS activities throughout	- Mind map - Writing in paragraphs (Sectioning events) - Ordering events using time conjunctions - GPS activities throughout

Poetry

English Overview - Year 2

<p>Poetry Unit and skills</p>	<p style="text-align: center;"><u>Fairy Tale Riddles</u></p> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> -Use specific text type features to write for a range of audiences and purposes. -Use sentences with different forms: statement, question, command, exclamation. -Write simple poems based on models -Proofread to check for errors in spelling, grammar and punctuation. -Read aloud their writing with intonation to make the meaning clear. -Say, write and punctuate simple and compound sentences using the connectives and, but and or. 	<p style="text-align: center;"><u>Roald Dahl's the crocodile</u></p> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> -Write simple poems based on models. -Edit and improve their own writing in relation to audience and purpose. - Read aloud their writing with intonation to make the meaning clear. -Select, generate and effectively use verbs. -Select, generate and effectively use nouns. - Select, generate and effectively use adjectives 	<p style="text-align: center;"><u>Michael Rosen's Don't</u></p> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> -Write simple poems based on models. -Edit and improve their own writing in relation to audience and purpose. - Read aloud their writing with intonation to make the meaning clear. - Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. -Select, generate and effectively use verbs. -Select, generate and effectively use nouns.
<p>Scaffolded Purpose</p>	<p>Purpose: To write a riddle about a fairy tale character.</p>	<p>Purpose: To write a new verse for 'The Crocodile' following the 8 syllables pattern.</p>	<p>Purpose: To write the next verse based on a model.</p>
<p>Independent Purpose and Audience</p>	<p>Purpose: To write a riddle about themselves.</p> <p>Audience: Our class- Guessing game!</p>	<p>Purpose: To innovate a familiar poem based on a model.</p> <p>Audience: To perform and video this to send home (Seesaw).</p>	<p>Purpose: To innovate a poem based on a model.</p> <p>Audience: To perform their poems to the class.</p>