Year 2 Long term Overview

National Curriculum Objectives (Skills Coverage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Explore & Engage (2 weeks) Entertain (2 weeks) Inform (2 weeks)	Entertain (3 weeks) Inform (3 weeks) Poetry (1 week)	Entertain (3 weeks) Inform (2 weeks)	Entertain (3 weeks) Poetry (2 weeks)	Entertain (3 weeks) Inform (2 weeks)	Entertain (3 weeks) Poetry (1 week) Explore & Engage (2 weeks)
Written Outcomes	Range of genres (E & E) Short narrative Instructions	Narrative retelling Letter, postcard, email, text messages List poem	Traditional tale Non-chronological report	Narrative (based on real experiences) Poems	Narrative Instructions Recount (about real event, such as school visit)	Narrative Poem Range of genres (E & E)
NC: Composition (planning, drafting, editing and proof reading)	• Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear					
NC: Sentence	Co-ordination (using or, and, or but) Use the simple present and past tense consistently	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement Use the simple present and past tense consistently	Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation Use the simple present and past tense consistently	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Co-ordination (using or, and, or but) and subordination (using when, if, that, or because)	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of the progressive form of verbs in the present and past tense to mark actions in progress for example, she is drumming, he was shouting]	Review of objectives taught in KS1

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National Curriculum Objectives (Skills Coverage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level **Inc Punctuation**	Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to use of commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists **and apostrophes for contracted forms**	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and **apostrophes for** contracted forms and **the possessive (singular)**	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
NC: Grammar Terminology	Noun, Verb Present tense Past tense Review: Full stop Capital letter Sentence	Statement, question Noun, noun phrase Adjective Verb Comma Present tense Past tense	Simple past tense Simple present tense Adjective Comma Exclamation	Apostrophe Comma Adjective Present progressive tense Past progressive tense	Command sentence Apostrophe Comma Present progressive tense Past progressive tense	Review terminology from the year
NC: Spelling	Discrete spelling lessons. **See 'Essential Spellings'**. Application in writing lessons: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs Spelling terminology: adverb, adjective, suffix					
NC: Handwriting	Discrete handwriting lessons. **See 'Handwriting Progression Toolkit'.** Application in writing lessons: Form lower case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another rand to lower case letters Use spacing between words that reflects the size of the letters					

National Curriculum Objectives Explained (Writing Purpose & Genre)

Build on knowledge of language features related to writing purpose, see Year 1 long-term overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	• Writers usually select and stay in the **same (consistent) tense** to avoid confusing the reader – usually **simple present or simple past tense**	• Use of **sound and other senses** to develop clear picture for reader to develop mood (**show not tell**)	• **Speech bubbles** let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing • The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time			
Writing to Inform Language Choices	• Some information (such as instructions) needs to be in the **correct time (chronological) order** if the reader needs to follow clear steps or learn about something that happened in the past		• **Diagrams** show the reader more details about the important parts of what they are finding out about • When we provide information to our reader, this information is usually in the **simple present tense** or **simple past tense**			
Genre Features	**Narrative:** Stories usually have a main **character** and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the **plot** of the story Introduce idea of rise-fall **story shape** for basic narrative structure **Instructions:** Use **easy to follow, simple steps** or sentences for the reader to understand – these might be numbered Written in **time (or chronological) order** so that the reader acts in the correct sequence or order Sometimes includes a **list of 'things/ ingredients/ items'** that the reader will need before acting upon the instructions	**Letter:** **Sender's address** in top-right corner & **Date** under the sender's address **Recipient's address** on left-hand side Start with '**Dear...**' or 'To whom it may concern...' **Sign off** with 'From...' or 'Love from...' (depending on how well you know your reader) **Poetry:** A genre of poetry is **list poetry**, which lists words or phrases that represent a certain topic	**Traditional tale:** Will often include **repeated phrases** May include **animal characters** that behave like humans (e.g. can talk) **Character names** will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include **happy endings** **NCR:** **Captions and labels** to add information to illustrations **Glossary** to provide definitions in a quick and easy guide for the reader	**Narrative:** Build upon **Aut1 objectives** & Introduce other **story shapes** - slow rise and slow fall **Poetry:** A specific poetic device used by poets can include a **simile:** this compares something with something else that the reader can relate to, in order to create a clear picture in their mind	**Narrative:** Link to Aut & Spr objectives **Instructions:** Link to Aut1 objectives & build to include: In order to tell the reader to do something, writers often use **command sentences** **Recount:** Written in **simple past tense** Events are recounted in the **time order** that they happened	**Narrative:** Link to Aut & Spr objectives **Poetry:** A specific poetic device used by poets can include **alliteration** to experiment with using words that start with the same speech sound – this creates a pleasing rhythm and musicality for the reader

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National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence	Writers join sentences together with other coordinating conjunctions including **and, or, but** – these conjunctions all carry different meanings for the reader to understand how the ideas are connected	Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader Writers can also join sentences together with subordinating conjunctions including **when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought A **statement** is a type of sentence that are used by writers the most – they are telling the reader something	Coordinating conjunctions including **and, or, but** – these conjunctions all carry different meanings for the reader to understand how the ideas are connected. Subordinating conjunctions including **when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought **Exclamatory sentences** are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with '*What / How + noun phrase + verb*)	Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time.	Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind Review use of conjunctions to combine ideas and sentences The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time Sometimes we might need to tell our reader to do something – these are **command sentences** and they start with a verb *Review use of conjunctions to combine ideas and sentences*	
Word level **Inc. punctuation**	A reader needs a **full stop** at the end and **capital letter** at the beginning of each sentence so that they know where one idea ends and another begins	An **exclamation mark** at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling Instead of a full stop, a **question mark** at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something **Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between	**Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Review use of question mark & exclamation mark) **Apostrophes** are used to show the reader when words have been combined and letters have been taken out (apostrophes of omission) – this punctuation mark makes it clearer for the reader to understand	**Apostrophes** are also used to show the reader when something belongs to a person or object (apostrophes of possession)) – this punctuation mark makes it clearer for the reader to understand Review use of question mark & exclamation mark)	**Apostrophes** are also used to show the reader when something belongs to a person or object (apostrophes of possession)) – this punctuation mark makes it clearer for the reader to understand **Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Review use of question mark & exclamation mark)	Including **adverbs** to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Review use of all punctuation taught throughout the year)

ESSENTIAL*WRITING* Plans and Books

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Essential Writing Units	Y2_Aut1_Entertain_Mixedgenres_Tuesday Y2_Aut1_Entertain_Narrative_Frog and the Stranger Y2_Aut1_Inform_Instructions_How to Make Friends with a Ghost (	Y2_Aut2_Entertain_Narrative_ Last Stop on Market Street Y2_Aut2_Inform_Letters, postcards, texts & emails_Dragon Post Y2_Aut2_Entertain_List Poems_Fantastic Book of First Poetry				
Title/Author	Tuesday by David Weisner Frog and the Stranger by Max Velthuijs How to Make Friends with a Ghost by Rebecca Green	Last Stop on Market Street by Matt de la Pena Dragon Post by Emma Yarlett The Puffin Book of Fantastic First Poems				

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