

## Year 2 ~ English overview 2022-23

### Autumn 1 ~ Julia Donaldson

Texts:

Julia Donaldson books



Genres: Narrative    Letter writing    Poetry    Recount

#### Writing KPI's EXP

Use information from research to group and assemble information into a short non-chronological report.  
 Write about a real event, recording it simply and clearly  
 Demarcate sentences with capital letters and full stops.  
 Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)  
 Form lower-case letters in the correct direction, starting and finishing in the right place  
 Form lower-case letters of the correct size relative to one another in some of their writing  
 Spell most common exception words taught so far

#### Writing KPI's GDS

Expand information using some subordination AND co-ordination  
 Use some expanded noun phrases to describe and specify  
 Use a wider range of adjectives e.g. superlative and comparative adjectives  
 Structure own writing deciding on what goes in each part

#### Reading KPI's EXP

Recall a story structured into 3 parts with detail and story language.  
 Find information from research and take simple notes.  
 Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways  
 In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.  
 Read accurately words of two or more syllables that contain the same GPCs as those taught.  
 Answer questions on what has been read in discussion with the teacher and make simple inferences.  
 Identify some words and phrases they like and begin to say why.  
 Use personal experience to connect with texts  
 Begin to comment on language choices.  
 Work out meanings of new vocabulary from context.

#### Reading KPI's GDS

Discuss favourite words and phrases and give reasons for the choice.  
 Predict what might happen with responses linked closely to the story characters, plot and language read so far.  
 Explain how non-fiction books are used.  
 Can independently identify key features and use these to help find information.  
 In a book they can read independently explain what has happened so far, answer questions and make simple inferences.

## Autumn 2 ~ Julia Donaldson

Texts:

### Julia Donaldson books



Genres: Narrative    Non-chronological reports    Instructions    Recount

#### Writing KPI's EXP

Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language  
 Write about a real event, recording it simply and clearly  
 Demarcate sentences with capital letters and full stops.  
 Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly  
 Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)  
 Form lower-case letters in the correct direction, starting and finishing in the right place  
 Form lower-case letters of the correct size relative to one another in some of their writing  
 Spell most common exception words taught so far

#### Writing KPI's GDS

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## Spring 1 ~ The Arctic / Oliver Jeffers

<b>Texts:</b>	<p><b>Geronimo</b></p> 	<p><b>Animals in Cold Places</b></p> 	<p><b>Lost and Found</b></p> 	<p><b>How to Catch a Star</b></p> 	<p><b>The Way Back Home</b></p> 
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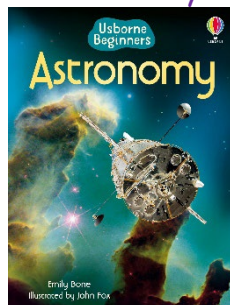
**Genres:** Narrative    Non-chronological report    Recount    Descriptive writing

<p><b>Writing KPI's EXP</b></p> <p>Write simple, coherent narratives</p> <p>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</p> <p>Expand noun phrases to describe and specify</p> <p>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</p> <p>Use capital "I" for personal pronouns</p> <p>Use a wider range of subordination (e.g. when/if/that/because) to join clauses</p> <p>Form lower-case letters of the correct size relative to one another in most of their writing</p> <p>Use spacing between words that reflects the sizes of the letters</p> <p>Spell common exception words covered so far</p>	<p><b>Writing KPI's GDS</b></p> <p>Write effectively and coherently to instruct and entertain</p> <p>Decide on the structure of writing based on its form.</p> <p>Know what features to change when changing the form of writing.</p> <p>Identify where words are spelt incorrectly</p> <p>Edit own writing with simple corrections</p> <p>Add suffixes to spell some words correctly</p> <p>Understand 1st person and 3rd person writing</p> <p>Experiment with a range of ways of expanding nouns</p> <p>Experiment with adverbs</p>	<p><b>Reading KPI's EXP</b></p> <p>Independently recount the main events in the stories covered over the term.</p> <p>Identify key features of instructional texts.</p> <p>Identify key features of recount texts.</p> <p>Read most common exception words.</p> <p>Read most words containing common suffixes.</p> <p>Comment on language choices and the effect on the reader.</p> <p>With scaffolding and prompts comment on the effect of different sentence types and punctuation.</p> <p>Discuss their favourite words and phrases and give reasons for their choice.</p> <p>Predict what might happen with responses aligned closely to the story characters, plot and language read.</p> <p>Work out meanings of some new vocabulary from context and knowledge.</p> <p>Make plausible inferences based on a single point of reference in the text.</p> <p>Recognise patterns of literary language.</p>	<p><b>Reading KPI's GDS</b></p> <p>Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.</p> <p>Recognise when reading does not make sense and self-correct without undue hesitation</p> <p>Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Use evidence including quotations from or references to text</p> <p>Comment and explain the effect of different sentence types and punctuation on the reader.</p> <p>Comment on language choices, reasoning about their use.</p> <p>Show some awareness that writers have viewpoints.</p>
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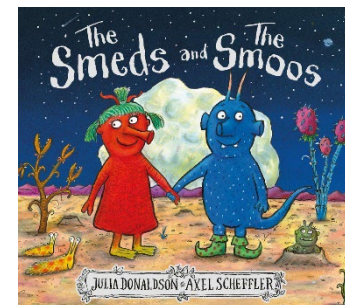
## Spring 2 ~ Space

Texts:

Astronomy



The Smeds and the Smoos



Genres:    Narrative            Persuasive writing            Recount

**Writing KPI's EXP**

Write simple, coherent narratives  
Write about a real experience  
structured appropriately  
Expand noun phrases to describe and specify  
Demarcate many sentences with capital letters and full stops, and use question marks correctly when required  
Use capital "I" for personal pronouns  
Use a wider range of subordination (e.g. when/if/that/because) to join clauses  
Form lower-case letters of the correct size relative to one another in most of their writing  
Use spacing between words that reflects the sizes of the letters  
Spell common exception words covered so far

**Writing KPI's GDS**

Write effectively and coherently to recount and entertain  
Decide on the structure of writing based on its form.  
Know what features to change when changing the form of writing.  
Identify where words are spelt incorrectly  
Edit own writing with simple corrections  
Add suffixes to spell some words correctly  
Experiment with cursive writing  
Understand 1st person and 3rd person writing  
Experiment with a range of ways of expanding nouns  
Experiment with adverbs

**Reading KPI's EXP**

Independently recount the main events in the stories covered over the term.  
Identify key features of recount texts.  
Read most common exception words.  
Read most words containing common suffixes.  
Comment on language choices and the effect on the reader.  
With scaffolding and prompts comment on the effect of different sentence types and punctuation.  
Discuss their favourite words and phrases and give reasons for their choice.  
Predict what might happen with responses aligned closely to the story characters, plot and language read.  
Work out meanings of some new vocabulary from context and knowledge.  
Make plausible inferences based on a single point of reference in the text.  
Recognise patterns of literary language.

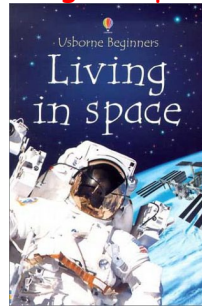
**Reading KPI's GDS**

Independently identify key features of different forms of recount texts and explain the purpose of the features.  
Recognise when reading does not make sense and self-correct without undue hesitation  
Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.  
Use evidence including quotations from or references to text  
Comment and explain the effect of different sentence types and punctuation on the reader.  
Comment on language choices, reasoning about their use.  
Show some awareness that writers have viewpoints.

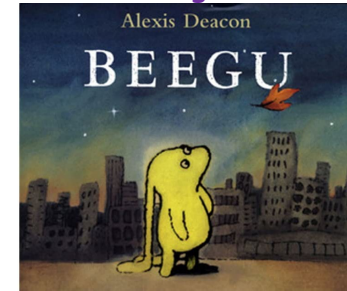
## Summer 1 ~ Space

Texts:

Living In Space



Begu



Genres: Narrative    Non-chronological report    Instructions    Diary writing

**Writing KPI's EXP**

Write simple, coherent narratives in four parts  
 Write about real events, recording these simply and clearly  
 Demarcate most sentences with capital letters and full stops, and use question marks correctly when required  
 Use past tense mostly correctly and consistently  
 Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses  
 Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters  
 Spell many common exception words  
 Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

**Writing KPI's GDS**

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing  
 Experiment with simple figurative language  
 Make simple additions, revisions and proof-reading corrections to their own writing  
 Spell most common exception words  
 Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*  
 Use the diagonal and horizontal strokes needed to join some letters  
 Independently choose to use features of different forms of writing showing awareness of audience and form.

**Reading KPI's EXP**

Read accurately most words of two or more syllables  
 Sound out most unfamiliar words accurately, without undue hesitation.  
 Read most words containing common suffixes.  
 Read most common exception words.  
 Answer questions and make some inferences.  
 Explain what has happened so far in what they have read.  
 Identify and explain features of persuasive texts and recounts.

**Reading KPI's GDS**

Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.  
 Uses effectively intonation and expression to reflect the comprehension of what is read.  
 Read independently and make inferences from the text.  
 Make a plausible prediction about what might happen based on what has been read so far.  
 Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.  
 Demonstrates breadth and depth to vocabulary.  
 Reason about what is read including grammar and vocabulary choices describing the impact on the reader.

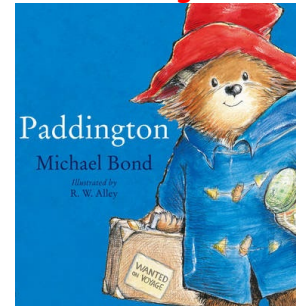
## Summer 2 ~ Julia Donaldson

Texts:

Katie in London



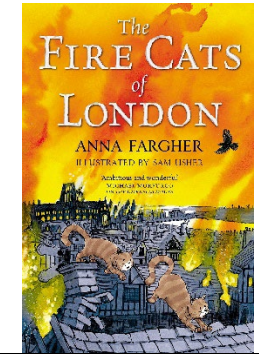
Paddington



Looking Inside  
London



The Fire Cats of London



Genres: Narrative

Non-chronological report

Recount

Letter writing

### Writing KPI's EXP

Write simple, coherent narratives in four parts  
 Write about real events, recording these simply and clearly  
 Write a simple persuasive piece  
 Demarcate most sentences with capital letters and full stops, and use question marks correctly when required  
 Use past tense mostly correctly and consistently  
 Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses  
 Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters  
 Spell many common exception words  
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