

Calcot Schools
Long Term English Overview - Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	Owl Babies Follow the Swallow The Owl who was afraid of the dark Non fiction texts based on Birds of Prey	Pojo blows the Gunpowder plot William's Missing Masterpiece Instructional texts	Traditional tales - 3 Billy Goats Gruff, Little Red Riding Hood Plum (Poetry)	Christopher's Caterpillars Caterpillar Shoes (video stimulus) Tadpole's Promise	The Day the Crayons Quit Just So Stories: How the Camel got his hump, How the elephant got his trunk	Dino Dinners Elliot Midnight Superhero Plum (Poetry)
Writing opportunities	Character descriptions Retelling narratives NC report about different birds of prey	Character descriptions Retelling narratives Writing instructions Non Chronological reports linked to History	Retelling traditional tales Setting descriptions Innovating a familiar tale	Planning and writing my own narrative Writing non fiction texts - life cycles (linked to science)	Letter writing Character descriptions Innovating a story	Writing for different purposes (NF pages based on different dinosaurs and writing poetry)
Writing outcomes (Composition)	Write narratives about personal experiences and those of others (real and fictional) Plan or say aloud what I am going to write	Write about real events (Gunpowder plot) Reread my work to check that my writing makes sense	Reread my work to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read aloud what I have written with appropriate intonation to make the meaning clear Write for different purposes (Poetry)	Write about real events (Life cycles) Reread my work to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read aloud what I have written with appropriate intonation to make the meaning clear	Reread my work to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read aloud what I have written with appropriate intonation to make the meaning clear evaluate my writing with the teacher and other pupils	Reread my work to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read aloud what I have written with appropriate intonation to make the meaning clear Evaluate my writing with the teacher and other pupils
Writing outcomes (Vocabulary, punctuation and grammar)	Use expanded noun phrases to describe and specify [for example, the blue butterfly] Use coordination (using or, and, or but) Use the possessive apostrophe (Plop's feathers are ...) Use full stops and capital letters correctly	Use subordination (using when, if, that, or because) Use coordination (using or, and, or but) Use the present and past tenses correctly and consistently Write and punctuate sentences of different types (focus on commands)	Use words with contracted form (with the apostrophe correctly placed) Use coordination (using or, and, or but) Uses subordination (using when, if, that, or because) Use the present and past tenses correctly and consistently including the	Write and punctuate questions correctly Use coordination (using or, and, or but) Use subordination (using when, if, that, or because)	Use commas to separate items in a list Use subordination (when, if, that, because) Use coordination (using or, and, or but)	Write and punctuate sentences of different types (focus on exclamations)

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			progressive form			
Reading - word reading	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Re-read books to build up fluency and confidence in word reading.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Re-read books to build up fluency and confidence in word reading.</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read accurately words of two or more syllables that contain known graphemes</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
Reading - comprehension	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Understand that non-fiction books that are structured in different ways</p> <p>Participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say</p>	<p>Understand that non-fiction books that are structured in different ways</p> <p>Explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for themselves</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Understand that non-fiction books that are structured in different ways</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>