

# Year 2 Lynnfield English Overview

## 2018-2019

Objectives highlighted in yellow have been identified as Key Performance Indicators (KPIs) by NAHT

Year 2	Autumn	Spring	Summer
Topic	<b>Pirates</b> <b>'Who was the meanest pirate to sail the seven seas?' – History (Healthy Thinkers)</b>	<b>Dinosaurs</b> <b>'Could dinosaurs have lived in Hartlepool? – Science (Healthy Movers)</b>	<b>Holidays</b> <b>'What do you eat on holiday?' – Geography (Healthy Eaters)</b>
Suggested Class Authors-linked to topic	<ul style="list-style-type: none"> <li>✓ The Pirates next door – Johnny Duddle</li> <li>✓ How to be a Pirate – Cressida Cowell</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Dinosaur's Diary – Julia Donaldson</li> <li>✓ The Giraffe, the Pelly and Me – Roald Dahl</li> </ul>	<ul style="list-style-type: none"> <li>✓ Flat Stanley – Jeff Brown</li> <li>✓ The Diary of a Killer cat – Anne Fine</li> </ul>
Picture books	<ul style="list-style-type: none"> <li>✓ Silly Billy – Anthony Browne</li> <li>✓ All about Orangutans – (WS)</li> <li>✓ Operation Night Monster- Paul Shipton (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ How to live Forever – Colin Thompson</li> <li>✓ Don't' Read this Book – Julia Donaldson (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pattan's Pumpkin – Chitra Soundar</li> <li>✓ Meerkat Mail – Emily Gravit</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>✓ Pattern, Rhythm and Rhyme – Various (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ A closer look – Various (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Silly Stuff – Various (WS)</li> </ul>
Writing Purpose: To be covered throughout the year	<ul style="list-style-type: none"> <li>✓ Each half-term must include one piece of writing to entertain and at least one from one of the other purposes</li> <li>✓ Each full-term must include a narrative story</li> <li>✓ Each full term must contain at least two pieces from either writing to inform, persuade, or discuss</li> </ul>		
	<ul style="list-style-type: none"> <li>✓ Writing to entertain: Story; Description; Poetry</li> <li>✓ Writing to inform: Letter; Recount; Instruction; Diary</li> </ul>		
Extended Writing Expectations	<ul style="list-style-type: none"> <li>✓ It is expected that there will be 2 – 3 pieces of extended writing each Half-Term.</li> <li>✓ At least one of which should be topic related.</li> </ul>		
Length of Extended writing expectations depending upon text type	<ul style="list-style-type: none"> <li>✓ Between 1/2 A4 page</li> </ul>	<ul style="list-style-type: none"> <li>✓ 1/2 A4 page</li> </ul>	<ul style="list-style-type: none"> <li>✓ 3/4 A4 page</li> </ul>
Writing composition	<ul style="list-style-type: none"> <li>✓ develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others, writing about real events and writing for different purposes.</li> <li>✓ consider what they are going to write before beginning by planning or discussion, writing down ideas and/or key words, including new vocabulary and Encapsulating what they want to say, sentence by sentence.</li> <li>✓ Proof-reads own writing to check for errors in spelling, grammar or punctuation.</li> <li>✓ write sentences through composing individual sentences orally and then writing them down</li> </ul>		
Handwriting	<ul style="list-style-type: none"> <li>✓ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>✓ revise and practise correct letter formation frequently.</li> <li>✓ form individual letters securely with the correct orientation inclusive of entry and exit strokes establishing good handwriting habits from the beginning.</li> <li>✓ use spacing between words that reflects the size of the letters.</li> <li>✓ use a joined style.</li> </ul>		
Grammar and	<ul style="list-style-type: none"> <li>✓ Capital letters, full stops, question and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conjunctions to extend sentences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adverbs of manner</li> </ul>

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>✓ exclamation marks</li> <li>✓ Past and present tense</li> <li>✓ Nouns verbs adjectives</li> <li>✓ Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Irregular past tenses</li> <li>✓ recognise and begin to use sentences with different forms: statement, question, exclamation or command.</li> <li>✓ Apostrophes for contraction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Commas in a list</li> <li>✓ Progressive forms of verbs</li> <li>✓ Use some features of written Standard English; encourage the use of written Standard English and correct mis-use.</li> <li>✓ Possessive apostrophe</li> </ul>
<b>Spelling linked to school scheme</b>	<ul style="list-style-type: none"> <li>✓ Phonics: Alternative spellings for vowel sounds Alternative spellings for l at the end of words Soft and silent letters</li> <li>✓ Word Work: Plurals Verb suffixes -s, -es</li> <li>✓ Exception: Sets 1-4</li> </ul>	<ul style="list-style-type: none"> <li>✓ Phonics: More alternative spellings and exception words</li> <li>✓ Word Work: ed, -ing, and contractions and possession</li> <li>✓ Exception: Sets 5-8</li> </ul>	<ul style="list-style-type: none"> <li>✓ Word work: Changing word class with suffixes, homophones, near homophones and more plurals-Exception:</li> <li>✓ Sets 9-12</li> </ul>
<b>Reading: Decoding</b>  <b>Intonation and expression</b> <ul style="list-style-type: none"> <li>• End of year expectations to be broken down into small steps</li> </ul>	<ul style="list-style-type: none"> <li>✓ By the end of the year , able and more able pupils should be reading Lime/Gold books.</li> <li>✓ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>✓ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>✓ Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</li> <li>✓ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>✓ Read common exception words.</li> <li>✓ Read aloud with expression and intonation.</li> </ul>		
<b>Comprehension And Understanding</b> <ul style="list-style-type: none"> <li>• End of year expectations to be broken down into small steps</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</li> <li>✓ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>✓ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>		
<b>Deduction</b>	<ul style="list-style-type: none"> <li>✓ Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>✓ Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>✓ Discuss their favourite words and phrases.</li> <li>✓ Discuss the sequence of events in books and how items are related</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.</li> <li>✓ Make inferences on the basis of what is being said and done. Answer and ask questions.</li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>✓ Read accurately words of two or more syllables.</li> <li>✓ Read other words of more than one syllable that contain taught GPCs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read words containing common suffixes.</li> <li>✓ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>✓ Read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Uses Grammar to decipher unfamiliar words.</li> </ul>

		signals the omission of a letter.	
<b>Research</b>	<ul style="list-style-type: none"> <li>✓ Use contents &amp; index to find information</li> <li>✓ Knows difference between fiction and non-fiction.</li> </ul>		
<b>Book levels</b>	✓ Turquoise/Gold	✓ Gold	✓ Lime/Gold
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>✓ Speak audibly and fluently with an increasing command of Standard English;</li> <li>✓ Listen and respond appropriately to adults and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask relevant questions to extend their understanding and knowledge.</li> <li>✓ Participate in role-play and discussion.</li> <li>✓ Use relevant strategies to build their vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consolidation of autumn and spring objectives</li> </ul>