

Coverage to support planning process

English Overview & Progression – Year 2

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p><i>Year 2</i> 20%-40% 2i (Autumn)</p>	<p>Wings 1</p> <p>Text: Anancy and Mr Dry Bones – Fiction (1 week) Link/s: Culture Reading Focus: Decoding, fluency and recalling information.</p> <p>Text: Whatever Next! – Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency and recalling information.</p> <p>Text: Where the Wild Things Are – Fiction (1 week) Link/s: Art Reading Focus: Decoding, fluency, comment on structure and form of poetry.</p> <p>Text: Peace at Last – Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency, infer reactions and emotions from text.</p> <p>Text: Bugs – Non-Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency, infer reactions and emotions from text.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> Retell to show what the different characters were thinking. To use sentences with different forms. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story set on another planet. To write a story set on another planet. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story about a bedroom that changes form. To use commas to separate items in a list. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a letter to Mr Bear. To use verb tenses correctly. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a text about bees. To use sentences with different forms. 	<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns the girl's name Formation of nouns using suffixes such as -ness, -er and by compounding - whiteboard, superman. Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. Subordination Using when, if, that, because. Co-ordination Using or, and, but. Expanded noun phrases for description and specification. the blue butterfly, plain flour, the man in the moon. How the grammatical patterns in a sentence indicate its function as a statement, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing.

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	<p>Text: Night Animals – Non-Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency, identify features of a non-fiction text.</p> <p>Text: Dinosaur Dreams – Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency, infer reactions and emotions from text.</p> <p>Text: Seashore – Non-Fiction (1 week) Link/s: Science Reading Focus: Decoding, fluency, identify features of a non-fiction text.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To design an information leaflet about hedgehogs. To use sentences with different forms. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story about a dinosaur. To use subordinate clauses. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write the diary of a seashore expedition. Co-ordination. 	<ul style="list-style-type: none"> Use of the progressive form of verbs in the present and past tense to mark actions in progress. she is drumming, he was shouting. <p>Spelling</p> <ul style="list-style-type: none"> The sound spelt as -ge and -dge at the end of words and sometimes spelt as -g elsewhere in words before e,i and y e.g. badge, edge, bridge age, huge, change gem, magic, giraffe jacket, jar, jog adjust. The /s/ sound spelt c before e,i and y e.g. Race, ice, city, fancy. The /n/ sound spelt kn and gn at the beginning of words e.g. Knock, know, knee, gnat, gnaw. The /r/ sound spelt wr at the beginning of words e.g. write, written, wrote, wrong, wrap. The /l/ sound spelt -le at the end of words e.g. table, apple, bottle, little, middle. The /l/ sound at the end of words (-el) e.g. camel, tunnel, squirrel, travel, tinsel. The /l/ sound at the end of words (-al) e.g. Metal, pedal, capital, hospital. Words ending -il e.g. Pencil, fossil, nostril. The /ai/ sound spelt -y at the end of words e.g. Cry, fly, dry, try, reply, July. Adding -es to nouns and verbs ending in -y The y is changed to i before -es is added e.g. Flies, tries, replies, copies, babies, carries. Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. The y is changed to i before -ed, -er and -est are added. Only taxiing and skiing have double ii e.g. Copied, copier, happier, happiest, cried, replied, copying, crying, replying.
<p><i>Year 2</i> <i>41%-60%</i> <i>2ii</i> <i>(Spring)</i></p>	<p>Wings 2 Phase 1</p> <p>Text: The Little Polar Bear – Fiction (1 week) Link/s: Science Reading Focus: To identify story settings.</p> <p>Text: Can't You Sleep Little Bear? – Fiction (1 week) Link/s: Maths Reading Focus: To look at story structure.</p> <p>Text: Dumpling – Fiction (1 week) Link/s: PSHE Reading Focus: To identify what a character is like and decide if we like him.</p> <p>Text: Rita the Rescuer – Fiction (1 week) Link/s: PSHE Reading Focus: To identify the main points in a plot.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a letter. The uses of capitalisation. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story opening. Making sentence boundaries. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a character description. To use linking words and phrases. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a newspaper report. To use cohesion within and between paragraphs. 	

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	<p>Text: Floss – Fiction (1 week) Link/s: Geography Reading Focus: To identify story settings.</p> <p>Text: China – Non-Fiction (1 week) Link/s: Geography/History Reading Focus: To survey the text and identify the main ideas.</p> <p>Text: Jim and the Beanstalk – Fiction (1 week) Link/s: Maths Reading Focus: To identify what a character is like, decide if we like him.</p> <p>Text: What I Like – Poetry (1 week) Link/s: N/A Reading Focus: To read nonsense poems with expression.</p> <p>Text: I Wonder Why Stars Twinkle – Non-Fiction (1 week) Link/s: Science/Astronomy Reading Focus: To survey the text and ask questions. Summarise main ideas.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story from Floss’s viewpoint. Consistent use of verb tense. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a scenes to the story. Writing in cohesive sections. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a recount. To understand that sentences must make sense. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a nonsense poem. Experiment with the sounds of words and phrases. <p>Writing Focus:</p> <ul style="list-style-type: none"> Recount the moon landing. Make zig zag book of solar system. To use correct verb tense consistently/ ARE punctuation. 	<ul style="list-style-type: none"> Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it. The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other other suffix beginning with a vowel letter is added. EXCEPTION: being e.g. hiking, hiked, hiker, nicer, nicest, shiny. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter of the root is doubled (x is never doubled) e.g. patting, patted, humming, hummed, dropping, dropped. The /or/ sound spelt a before l and ll e.g. all, ball, call, walk, talk, always. The u sound spelt e.g. other, mother, brother, nothing, Monday. The ee sound spelt –ey e.g. Key, donkey, monkey, chimney. The o sound spelt a after w and qu e.g. Want, watch, wander, quantity, squash. The er sound spelt or after w e.g. word, work, worm, world, worth. The or sound spelt ar after w e.g. war, warm, towards. The zh sound spelt s e.g. television, treasure, usual. The suffixes -ment, -ness, -ful, -less and –ly e.g. enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily. Contractions - the apostrophe shows where the missing letters would be e.g. can’t, didn’t, hasn’t, couldn’t, it’s l’ll.
<p><i>Year 2</i> 61%-80%+ <i>2iii</i> (Summer)</p>	<p>Wings 2 Phase 2</p> <p>Text: Mrs Vole the Vet – Fiction (1 week) Link/s: PSHE Reading Focus: Identify how language, structure, and presentation contribute to meaning.</p> <p>Text: Dr Xargle’s Book of Earthlets – Fiction (1 week) Link/s:</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write an advert on behalf of Mrs Vole. To select persuasive language. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a recount from earth. 	

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	<p>Reading Focus: Influence of characters' viewpoints on the reader's opinion.</p> <p>Text: I Wonder Why Spiders Spin Webs 1 Link/s: Science Reading Focus: To summarise a text and make inferences.</p> <p>Text: The Lonely Giraffe – Fiction (1 week) Link/s: Geography Reading Focus: To identify and comment on writer's purpose and the effect on the reader.</p> <p>Text: Bog baby – Fiction (1 week) Link/s: Science Reading Focus: To ask questions of the text whilst reading.</p> <p>Text: The Selfish Giant – Fiction (1 week) Link/s: PSHE Reading Focus: To clarify difficult to understand words and ideas.</p> <p>Text: Seaside Poems – Poetry (1 week) Link/s: Geography Reading Focus: To read poems with expression.</p> <p>Text: Danger Monsters and Aliens – Fiction (2 weeks) Link/s: Science Reading Focus:</p>	<ul style="list-style-type: none"> • Word Choices that reflect viewpoint. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To create a non-chronological report. • To select the appropriate tense and formal vocabulary. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a story with a morale message. • To draw on knowledge from past reading when writing. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a story with a theme of displacement. • To use the past tense correctly and consistently. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a letter of request. • To ensure that nouns and verbs agree in sentences. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a poem with a seaside theme. • To play with the sounds of words and phrases. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To retell a story from a different viewpoint. • Vary sentences for clarity, purpose and effect. 	<ul style="list-style-type: none"> • Possessive Apostrophe e.g. Megan's, Ravi's, the girl's, the child's, the man's. • Words ending in –tion e.g. Station, fiction, motion, national, section. • Homophones and near-homophones there/their/they're here/hear quite/quiet see/sea bare/bear. • Common exception words door, floor, poor, because, find, kind, mind, behind, child, improve
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Identify and comment on writer's purposes and viewpoints, and the overall effect on the reader.

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	Reading Coverage Statements for the year	Writing Coverage Statements for the year
Overall Coverage	Reading Coverage:	Writing Milestones:
	<p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above & read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation R • Re-read these books to build up their fluency and confidence in word reading. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understand both the books that they can already read accurately and fluently and those that they listen to by: 	<ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. • Make simple additions, revisions and proof-reading corrections to their own writing. • Use the punctuation taught at key stage 1 mostly correctly. • Use co-ordination and some subordination to join clauses. • Spell most common exception words (appendix 1). • Add suffixes to spell most words correctly in their writing. • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.

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	<ul style="list-style-type: none">- drawing on what they already know or on background information and vocabulary provided by the teacher- checking that the text makes sense to them as they read and correcting inaccurate reading- making inferences on the basis of what is being said and done ☒ answering and asking questions- predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none">• 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.• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	
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