



Resilient, Aspirational Learners

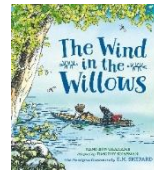
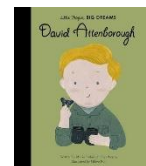
Year Two: English Overview 2026/27

Whole School English Events	Thursday 1 st October 2026: National Poetry Day (Theme: Wonder) – Poetry Slam Thursday 4th March 2026 : World Book Day – Whole School Text
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		Text	Vocabulary		Grammar and Punctuation Focus	Audience, purpose and outcome
Autumn 1	Wk1&2	 After the Fall: Dan Santat	courageous transformati on fear	recovery persevere liberate	To say write and punctuate compound sentences using the coordinating conjunction ‘and’	Audience: actors auditioning for a role Purpose: to describe Outcome: Character description for a film trailer
	Wk3-5	 Ruby’s Worry: Tom Percival	worry emotion anxious	share relief	To say write and punctuate compound sentences using the coordinating conjunction ‘but’	Audience: Children at Brunshaw (worry station) Purpose: to inform & entertain Outcome: 4 pictures with a sentence – other ways to deal with worries
	Wk6&7	 This or That: National Geographic	compare choice option unique	habitat predator survive	To say write and punctuate compound sentences using the coordinating conjunction ‘or’ (Questions using or and answers consolidating because from Y1)	Audience: each other Purpose: to find out and provide information Outcome: Getting to you quiz
Autumn 2	Wk1-4	 Way home for Wilf: Rachel Bright	independent determinati on friendship reunion	compassion adventure support	To say write and punctuate compound sentences using the coordinating conjunction ‘so’	Audience: parents Purpose: to entertain (read at Christmas performance) Outcome: own ending to the story
	Wk5&6	 Way home for Wilf: Rachel Bright Instruction text			To use sentences with different forms – commands.	Audience: Wilf Purpose: Instructions to get Wilf home Outcome: Instructional text
	Wk 7	 Riddles – teacher written https://www.youtube.com/watch?v=H2MfA69AChk	Vocabulary to describe Christmas items, adjectives and nouns.		To identify, generate and effectively use adjectives	Audience: Parents Purpose: to entertain Outcome: Riddles about Christmas Characters / items

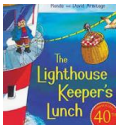
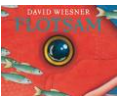


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		Text	Vocabulary		Grammar and Punctuation Focus	Audience, purpose and outcome
Spring 1	Wk1-4	The Dragon Machine: Helen Ward Fiction Focus 	perched amongst stale havoc unnoticed unseen overlooked		To use sentences with different forms – statements To use sentences with different forms – questions To use sentences with different forms – exclamations To explore the progressive form of verbs in the present tense. To identify, generate and effectively use adverbs using suffix ly To say, write and punctuate sentences using joining word because. To say, write and punctuate sentences using joining word if.	Audience: Professor Klunk Purpose: To entertain Outcome: own ending to the story
	Wk5&6,	 The Dragon Machine: Helen Ward Instruction Writing			To use sentences with different forms – commands. To use time connectives.	Audience: Mummy Dragon Purpose: Instructions to find Baby Dragon Outcome: instructional text
Spring 2	Wk1-4	 The Wind in the Willows – Kenneth Williams	village hedgerow orchard riverbank remote meander	boastful reckless stubborn proud adventurous	To use sentences with different forms – statements To say, write and punctuate sentences using joining word because.	Audience: Professor Klunk Purpose: to entertain Outcome: own ending to the story Outcome: Non chronological report
	Wk5	 Sustainability Week David Attenborough	rainforest arctic ocean woodland desert savannah	endangered naturalist habitat wildlife environment climate	Discuss and plan what to write about. Use sentences with different forms: statements and commands. Make thoughtful contributions to discussions about texts.	Audience: Parents Purpose: to inform and entertain Outcome: Presentation of work in the hall – posters/videos.

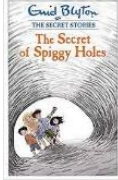
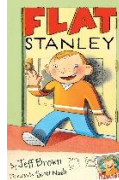


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		Text	Vocabulary		Grammar and Punctuation Focus	Audience, purpose and outcome
Summer 1	Wk1&2	 The Lighthouse Keepers Lunch: David Armitage and Ronda Armitage	polish tendered concocting devoured	baffle swayed appetising scavenging	Use commas to separate items in a list. Identify, generate and effectively use nouns. Generate and effectively use noun phrases for description.	Audience: Mrs Grindling Purpose: A party menu Outcome: To write a shopping list
	Wk3-5	 Flotsam: David Weisner	collection of verbs associated with travel and the sea		Identify, generate and effectively use nouns. Identify, generate and effectively use noun phrases for specification. Use subordination for when	Audience: Children and parents of year 2 Purpose: To inform about under the sea. Outcome: Art gallery.
	Wk6&7	 Traction Man: Mini Grey	zooming captive lumber rejoice mysterious	guarding traction envelop shrubby repay	Identify, generate and effectively use verbs.	Audience: Professor Klunk Purpose: To entertain Outcome: A short story
Summer 2	Wk1&2	 Jack and the Baked Bean Stalk: Colin Stimpson	polish tendered concocting devoured	baffle swayed appetising scavenging	Use subordination for before Use subordination for after	Audience: Jack's mum Purpose: To entertain Outcome: Innovated story
	Wk3&4	 Holiday Stories: Enid Blyton	smuggler cave cliffs coast footprints secret	hidden treasure lantern tunnel suspicious discovery	Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter. Identify, generate and effectively use noun phrases.	Audience: Mum and Dad Purpose: To write to inform Outcome: Postcard and letter home
	Wk 5-7	 Poems out loud! :Laurie Stansfield	seashore tide waves pebbles shore ocean splash	drift glisten current foam harbour sail beneath	To effectively use nouns To effectively use adjectives To effectively use nouns phrases for description	Audience: Other year 2 class Purpose: To learn and recite a poem. Outcome: To perform a poem using tone and intonation.



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	Additional Texts to be shared with children during class read time:	Texts to support non-core learning
Year Two	Christmasaurus – Tom Fletcher The Owl who was Afraid of the Dark – Jill Tomlinson The Secret of Spiggly Holes – Enid Blyton Flat Stanley – Jeff Brown    	If You Were a Kid Aboard the Titanic (If You Were a Kid) - Josh Gregory The Story of the Titanic for Children - Joe Fullman A First Book of the Sea - Nicola Davies & Emily Sutton Magic Beach - Alison Lester Seashore: 100 Facts - Steve Parker The Koala who Could – Rachel Bright
Class Reads should also include texts linked to topical issues and provide opportunity for teacher to share books that they are passionate about e.g. books they loved as a child or books they love sharing with their own children. It may also be appropriate to continue reading a book from an English unit.		



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Key Learning in Reading: Year 2

Word Reading	Comprehension
As above and: - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Re-read books to build up fluency and confidence in word reading. - Read frequently encountered words quickly and accurately without overt sounding and blending. - Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>. - Read longer and less familiar texts independently. - Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. - Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. - Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. - Read further common exception words, noting tricky parts (see below).	As above and: Developing pleasure in reading and motivation to read - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. - Orally retell a wider range of stories, fairy tales and traditional tales. - Sequence and discuss the main events in stories and recounts. - Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. - Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). - Learn and recite a range of poems using appropriate intonation. - Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them - Identify, discuss and collect favourite words and phrases. - Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. - Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. - Uses tone and intonation when reading aloud. - Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> - Check that texts make sense while reading and self-correct. - Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. - Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. - Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> - Make predictions based on what has been read so far. - Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. - Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Participating in discussion - Participate in discussion about what is read to them, taking turns and listening to what others say. - Make contributions in whole class and group discussion. - Consider other points of view. - Listen and respond to contributions from others.



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Key Learning in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As above and: ▪ Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Secure the use of full stops, capital letters, exclamation marks and question marks. ▪ Use commas to separate items in a list. ▪ Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>. ▪ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. ▪ Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> ▪ Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> ▪ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ▪ Select, generate and effectively use verbs. ▪ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. ▪ Use past tense for narrative, recount (e.g. <i>diary</i>, <i>newspaper report</i>, <i>biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness</i>, <i>sadness</i>, <i>teacher</i>, <i>baker</i>.	As above and: Planning ▪ Plan and discuss what to write about e.g. <i>story mapping</i>, <i>collecting new vocabulary</i>, <i>key words and ideas</i>. Drafting and Writing ▪ Orally rehearse each sentence prior to writing. ▪ Develop a positive attitude to writing. ▪ Develop stamina for writing in order to write at length. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>, <i>inform</i>, <i>entertain</i>, <i>explain</i>, <i>discuss</i>, <i>persuade</i>. Evaluating and Editing ▪ Edit and improve own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>. Performing ▪ Read aloud their writing with intonation to make the meaning clear.	As above and: ▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn to spell common exception words (see below). ▪ Learn to spell more words with contracted forms, e.g. <i>can't</i>, <i>didn't</i>, <i>hasn't</i>, <i>couldn't</i>, <i>it's</i>, <i>I'll</i>. ▪ Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>. ▪ To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). ▪ Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness</i>, <i>sadness</i>, <i>teacher</i>, <i>baker</i>. ▪ Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>. ▪ Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful</i>, <i>careful</i>, <i>careless</i>, <i>hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster</i>, <i>fastest</i>, <i>smaller</i>, <i>smallest</i>. ▪ Use suffix <i>ly</i> e.g. <i>slowly</i>, <i>gently</i>, <i>carefully</i>. Spell words with: - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age</i>, <i>badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic</i>, <i>giant</i>). - the /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i>, e.g. <i>ice</i>, <i>cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee</i>, <i>gnat</i>. - the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote</i>, <i>wrong</i>. - the /l/ or /ə/ sound spelt <i>-le</i> at the end of words, e.g. <i>table</i>, <i>apple</i>. - the /l/ or /ə/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel</i>, <i>tunnel</i>. - the /l/ or /ə/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal</i>, <i>capital</i>.	As above and: ▪ Form lower-case letters of the correct size relative to one another. ▪ Orientate capital letters correctly. ▪ Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. ▪ Write capital letters and digits of the correct size relative to one another and to lower case letters. ▪ 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. ▪ Use spacing between words which reflects the size of the letters.



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▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▪ Select, generate and effectively use adjectives. ▪ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.		- the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i> - The /ʌ/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i> - The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i> - The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i> - The /ɜ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i> - The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i> - The /ʒ/ sound spelt <i>s</i>, e.g. <i>television, usual</i> ▪ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. ▪ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>. ▪ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▪ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▪ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	
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Key Learning in Spoken Language: Year 2

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
As above and: - Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> - Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i>	As above and: - Respond appropriately to adults after listening with sustained concentration. - Respond appropriately to peers after listening with sustained concentration. - Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i> - Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, - Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others. - Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i>	As above and: - Speak in complete sentences in a range of different contexts. - Use <i>past tense, present tense</i> and <i>future tense</i> mostly accurately, e.g. <i>past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> - Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i>	As above and: - Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> - Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text. - Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. - Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i>	As above and: - Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> - Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> - Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i> - Take part in imaginative roleplay, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i>



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	▪ Speak audibly when communicating with others in pairs, groups and whole class.			▪ Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school</i>. ▪ Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience. ▪ Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. <i>using hands, face or other parts of the body</i>.
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