

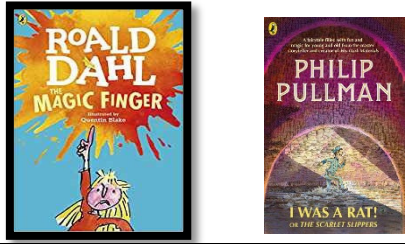


Year 2 English Overview		
Autumn	Spring	Summer
<p>Focus texts for writing</p> 	<p>Focus texts for writing</p> 	<p>Focus texts for writing</p> 
<p><u>Active English Focus 1</u> Nouns, verbs, adverbs and adjectives, simple sentences</p> <p><u>Active English Focus 2</u> Coordination and subordination, (recap nouns, verbs, adverbs adjectives, simple sentences)</p> <p><u>Active English Focus 3</u> Contractions and possessive apostrophes, coordination and subordination, Nouns, verbs, adverbs and adjectives.</p> <p><u>Active English Focus 4</u> Time openers, imperative verbs, coordination and subordination</p>	<p><u>Active English Focus unit 1</u> Pronouns, expanded noun phrases, questions, descriptive language</p> <p><u>Active English Focus unit 2</u> Sentence openers, coordination and subordination, linking sentences</p> <p><u>Active English Focus unit 3</u> ENP, contractions and possessive apostrophes, recap of year to date</p> <p><u>Active English Focus unit 4</u> First person, pronouns, simple, compound and complex sentences</p>	<p><u>Active English Focus unit 1</u> Statements, commands, exclamations, questions, other words classes</p> <p><u>Active English Focus unit 2</u> Recap of all punctuation used in year 2 to date</p> <p><u>Active English Focus unit 3</u> Overview of year, recap of learning to date, area for concern targeted</p> <p><u>Active English Focus unit 4</u> Overview of year, recap of learning to date, area for concern targeted</p>
<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Letter writing (informal) - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Diary entry - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Information text - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>

<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative</u> – to be written in Independent Writing books.</p> <p><u>Instructional</u> – to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative</u> – to be written in Independent Writing books.</p> <p><u>Recount of events</u> – to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative</u> – to be written in Independent Writing books.</p> <p><u>Formal letter</u> – to be written in Independent Writing books.</p>
<p style="text-align: center;"><u>Spelling Autumn Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>Key spelling misconceptions as identified by class teacher.</p>	<p style="text-align: center;"><u>Spelling Spring Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')</p> <p>Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')</p> <p>Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')</p> <p>Words containing <u>suffixes</u> (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less)</p> <p>Words where <u>apostrophes</u> are used to show contractions, such as: 'do not' changing to 'don't'</p> <p>Words ending -tion such as ('fiction')</p>	<p style="text-align: center;"><u>Spelling Summer Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')</p> <p>'ed' words</p> <p>'ing' words</p> <p>'er' words</p> <p>Words containing <u>suffixes</u> (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less)</p> <p>Words where <u>apostrophes</u> are used to show contractions, such as: 'do not' changing to 'don't'</p> <p>Words ending -tion such as ('fiction')</p>

	<p><u>Homophones</u>, which are pairs of words that sound the same, but are spelt differently (such as: 'hear' and 'here')</p> <p>RECAP OF TERMS SPELLING WORDS</p>	<p><u>Homophones</u>, which are pairs of words that sound the same, but are spelt differently (such as: 'hear' and 'here')</p> <p>RECAP OF TERMS SPELLING WORDS</p>
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