

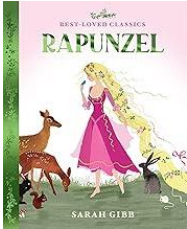
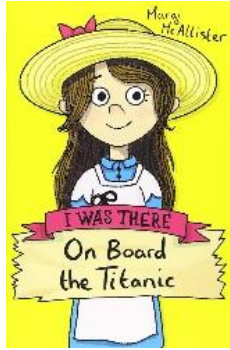

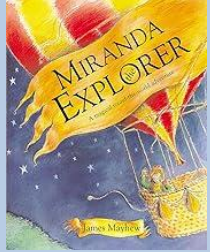
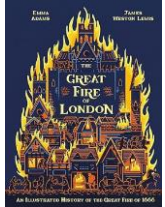
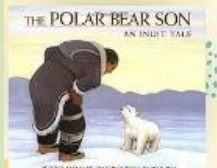
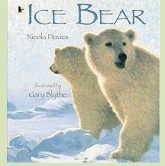
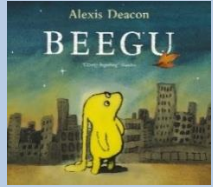
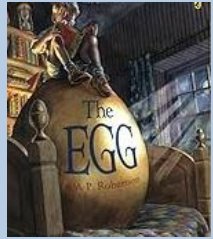
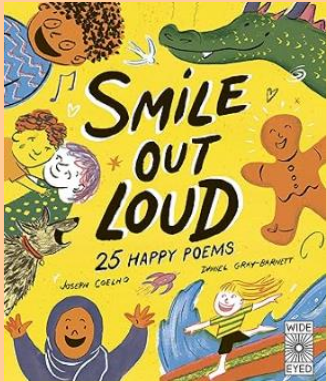

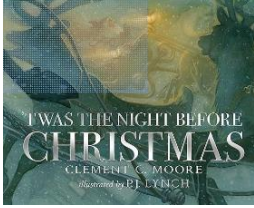
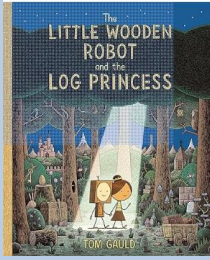
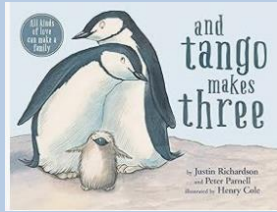
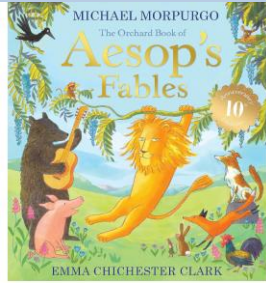
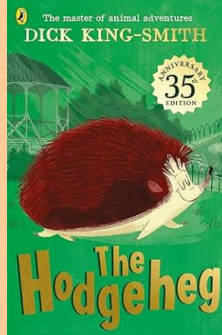
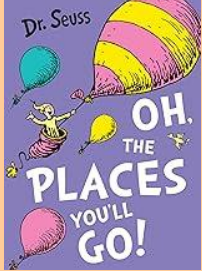





## Year 2 Reading Long Term Overview

|                                  |  |               |   |                |   |
|----------------------------------|--|---------------|---|----------------|---|
| <b>Pillars of our curriculum</b> | <b>Sustainability and Change (TRUST)</b> |               | <b>Diversity and Equality (RESPECT)</b> |                | <b>Aspiration and Wellbeing (DETERMINATION)</b> |
| <b>English Golden Threads</b>    | <b>Diversity/Representation</b>          | <b>Poetry</b> | <b>Non-Fiction</b>                      | <b>Fiction</b> | <b>Heritage/ Archaic Language</b>               |

| Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---|---|---|--|---|---|
| Learning Journey 1  | Learning Journey 1  | Learning Journey 1  | Learning Journey 1   | Learning Journey 1  | Learning Journey 1  |
| <p style="text-align: center;"><b>Text:</b><br/><i>The Owl who was afraid of the dark</i></p>  | <p style="text-align: center;"><b>Text:</b><br/><i>Mog Time</i></p>  <p style="text-align: center;"><i>Rapunzel</i></p>  | <p style="text-align: center;"><b>Text:</b><br/><i>I was there on board the Titanic</i></p>  | <p style="text-align: center;"><b>Text:</b><br/><i>Coming to England</i></p>  <p style="text-align: center;"><i>Miranda The Explorer</i></p>  | <p style="text-align: center;"><b>Text:</b><br/><i>The Great Fire of London</i></p>    <p style="text-align: center;"><i>Polar Bear's Son/ Ice Bear</i></p> | <p style="text-align: center;"><b>Text:</b><br/><i>Beegu</i></p>  <p style="text-align: center;"><i>The Egg</i></p>  |
| <b>GOLDEN THREAD: Fiction</b>   | <b>GOLDEN THREAD: Archaic</b>   | <b>GOLDEN THREAD: Fiction and Non Fiction</b>   | <b>GOLDEN THREAD: Diversity and Representation</b>   | <b>GOLDEN THREAD: Non-Fiction</b>   | <b>GOLDEN THREAD: Fiction</b>   |
| <i>National Curriculum Objectives</i>   |   | Being introduced to non-fiction books that are structured in different ways   |  |   | Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales   |

| Learning Journey 2   | Learning Journey 2  | Learning Journey 2  | Learning Journey 2  | Learning Journey 2  | Learning Journey 2   |
|--|---|---|---|---|--|
| <p><b>Text:</b></p>   | <p><b>Text:</b><br/><i>Out of the ark nativity</i></p>  <p><b>Text:</b><br/><i>Twas the Night Before Christmas</i></p>  | <p><b>Text:</b><br/><i>The Little Wooden Robot and the Log Princess</i></p>   | <p><b>Text:</b></p>  | <p><b>Text:</b><br/><i>The Hodgeheg</i></p>  | <p><b>Text:</b><br/><i>Oh The Places We'll Go</i></p>   <p><b>Text:</b><br/><i>Prince and Knight</i></p> |
| <p><b>GOLDEN THREAD:</b><br/>Poetry</p>  | <p><b>GOLDEN THREAD:</b><br/>Archaic<br/>Poetry</p>   | <p><b>GOLDEN THREAD:</b><br/>Fiction</p>  | <p><b>GOLDEN THREAD:</b><br/>Archaic</p>  | <p><b>GOLDEN THREAD:</b><br/>Fiction</p>  | <p><b>GOLDEN THREAD:</b><br/>Fiction</p>   |
| <p><i>National Curriculum Objectives</i></p>   | <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>  |   |   | <p>Being introduced to non-fiction books that are structured in different ways</p>  |  |
| <p style="text-align: center;"><b>Ongoing statements</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read</li> <li>• making inferences on the basis of what is being said and done</li> </ul> <p>answering and asking questions</p> |   |   |   |   |  |

- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems & other works that are read to them & 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
- secure phonic decoding until reading is fluent \*read accurately by blending, including alternative sounds for graphemes \*read multisyllable words containing these graphemes \*read common suffixes \*read exception words, noting unusual correspondences \*read most words quickly & accurately without overt sounding and blending
- **SL1 I can find the most important parts in a spoken question**
- **SL7 I can talk about what will happen next in a story or something that happened**



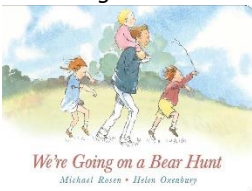
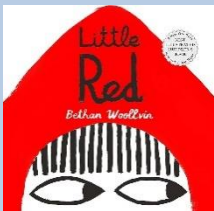
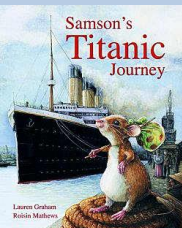
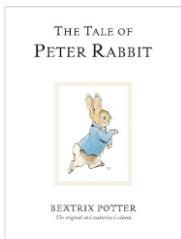
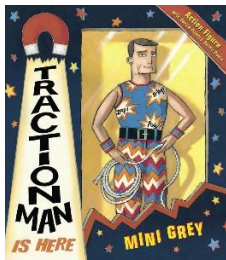
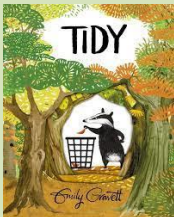
## Year 2 Writing Long Term Overview

|                                  |  |               |   |                |   |
|----------------------------------|--|---------------|---|----------------|---|
| <b>Pillars of our curriculum</b> | <b>Sustainability and Change (TRUST)</b> |               | <b>Diversity and Equality (RESPECT)</b> |                | <b>Aspiration and Wellbeing (DETERMINATION)</b> |
| English Golden Threads           | <b>Diversity/Representation</b>          | <b>Poetry</b> | <b>Non-Fiction</b>                      | <b>Fiction</b> | <b>Heritage/ Archaic Language</b>               |

**Purpose:**

**Inform**

**Entertain**

| Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|--|---|---|---|---|
| <b>Learning Journey 1</b>   | <b>Learning Journey 1</b>  | <b>Learning Journey 1</b>   | <b>Learning Journey 1</b>   | <b>Learning Journey 1</b>   | <b>Learning Journey 1</b>   |
| <p><b>Text:</b><br/><i>We're Going on a Bear Hunt</i></p>  <p><b>Purpose: Entertain</b><br/><b>Form: Narrative of 'We're going on a __ Hunt' based in Otterbourne</b></p> | <p><b>Text:</b><br/><i>Little Red</i></p>  <p><b>Purpose: Inform</b><br/><b>Form: Instructions on how to catch a wolf &amp; wanted posters</b></p> | <p><b>Text:</b><br/><i>Samson's Titanic Journey</i></p>  <p><b>Purpose: Entertain</b><br/><b>Form: Diary entries from Samson at two different points in the story.</b></p> | <p><b>Text:</b><br/><i>Peter Rabbit</i></p>  <p><b>Purpose: Entertain</b><br/><b>Form: Narrative – retelling of part of the story (GD: from Mr McGregor's point of view.)</b></p> <p><b>SOA: Peter Rabbit Wanted Poster</b></p> | <p><b>Text:</b><br/><i>Traction Man</i></p>  <p><b>Purpose: Entertain</b><br/><b>Form: Narrative - Traction Man visits our classroom</b></p> <p><b>SOA: Instructions on how to look after scrubbing brush</b></p> | <p><b>Text:</b><br/><i>TIDY</i></p>  <p><b>Purpose: Inform/ Persuade</b><br/><b>Form: Letter to the badger on how to prevent damage to the forest</b></p> <p><b>SOA: Instructions on how to keep our school tidy.</b></p> |

| Golden Thread:<br>Fiction   | Golden Thread:<br>Archaic   | Gold Thread:<br>Fiction/Non-Fiction  | Golden Thread:<br>Archaic  | Golden Thread:<br>Fiction  | Golden Thread:<br>Fiction   |
|---|---|--|--|--|---|
| <p><i>National Curriculum Objectives</i><br/>Expanded noun phrases to describe and specify</p> <p><b>SL5 To tell a story that is easy to understand</b></p>   | <p><i>National Curriculum Objectives</i><br/>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Writing for different purposes<br/>Sentences with different forms: statement, question, exclamation, command</p> <p><b>SL2 To ask lots of different types of questions to find things out</b></p> | <p><i>National Curriculum Objectives</i><br/>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>The present and past tenses correctly and consistently including the progressive form<br/>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p><b>SL5 To use because or when to make my sentences longer</b></p> | <p><i>National Curriculum Objectives</i><br/>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>The present and past tenses correctly and consistently including the progressive form<br/>Commas in lists</p> <p><b>SL3 To tell someone when I don't understand something and why I didn't understand it</b></p> | <p><i>National Curriculum Objectives</i><br/>Learning the possessive apostrophe (singular)<br/>Apostrophes for omission &amp; singular possession</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p><b>SL11 Know there are some words I can only use with friends</b></p> | <p><i>National Curriculum Objectives</i><br/>Expanded noun phrases to describe and specify</p> <p>Some features of written Standard English</p> <p><b>SL4 I can explain things in a sentence using because or when</b></p>  |
| Learning Journey 2  | Learning Journey 2  | Learning Journey 2   | Learning Journey 2   | Learning Journey 2   | Learning Journey 2  |
| <p><b>Text:</b><br/><i>Giraffes Can't Dance</i></p>  <p><b>Purpose: Inform</b><br/><b>Form: Letter to the Chimps</b></p> <hr/> <p><b>Experience:</b><br/><i>Visit to the play park</i></p> <p><b>Purpose: Inform/ recommend</b><br/><b>Form: Letter to the Parish Council</b></p> | <p><b>Text:</b><br/><i>The Proudest Blue</i></p>  <p><b>Purpose: Inform</b><br/><b>Form: Non-Chronological report on a special object from home</b></p>   | <p><b>Text:</b><br/><i>If you were a kid aboard the Titanic</i></p>  <p><b>Purpose: To inform a relative about their experience.</b><br/><b>Form: Diary entry</b></p>   | <p><b>Text:</b><br/><i>A Great Big Cuddle</i></p>  <p><b>Purpose: Entertain</b><br/><b>Form: Performance Poetry linked to emotions (could build on emotions felt by Floella).</b></p> <p><b>SOA: Postcards from Trinidad/ England linked to Coming To England</b></p>    | <p><b>Text:</b><br/><i>Vlad and the Great Fire of London</i></p>  <p><b>Purpose: Entertain</b><br/><b>Form: 1<sup>st</sup> Narrative from the perspective of a different animal</b></p>  | <p><b>Text:</b><br/><i>Dare to Care: Pet Dragon</i></p>  <p><b>Purpose: Inform</b><br/><b>Form: Non-Chronological Report/ book on how to look after a pet _____ (choose a pet they have or want).</b><br/><b>SOA: Dragon/ Creature Poem</b></p> |
| Golden Thread:  | Golden Thread:  | Golden Thread:   | Golden Thread:   | Golden Thread:   | Golden Thread:  |

| Fiction   | Diversity/Representation   | Non-Fiction   | Poetry   | Fiction   | Non- Fiction   |
|---|--|---|--|---|--|
| <p><i>National Curriculum Objectives</i><br/>Sentences with different forms: statement, question, exclamation, command</p> <p><b>SL11 Ask questions to find out information and use information from the answers to make my response</b></p> <p><b>SL8 Able to say words with up to 4 syllables clearly</b></p> | <p>Writing for different purposes<br/>Expanded noun phrases to describe and specify</p> <p><b>SL6 Listen carefully in a group and take turns in a discussion</b></p> | <p>Writing narratives about personal experiences and those of others (real and fictional)<br/>writing about real events</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p><b>SL10 Talk to others and stay on the same topic</b></p> | <p>Recognising simple recurring literary language in stories and poetry</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Writing poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>SL5 Describe my feelings using descriptions and explanations</b></p> | <p>Writing for different purposes</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p><b>SL9 Listen carefully in a group and take turns in a discussion</b></p> | <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Learning the possessive apostrophe (singular)<br/>writing for different purposes<br/>apostrophes for omission &amp; singular possession<br/>Expanded noun phrases to describe and specify<br/>Subordination (using when, if, that, or because) and coordination (using or, and, or but)<br/>Commas in lists</p> <p><b>SL2 I can tell someone when I don't understand something and why I don't understand it</b></p> |

**Ongoing statements**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- • learning to spell common exception words
- • distinguishing between homophones and near-homophones
- learning to spell more words with contracted forms
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidelines from Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- • form lower-case letters of the correct size relative to one another
- • 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
- • write 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.
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

- evaluating their writing with the teacher and other pupils
- • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- • proofreading to check for errors in spelling, grammar and punctuation
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

*SL1 I can understand long instructions where I have to do several things*

*SL10 I can let someone else take a turn in a conversation when prompted*