

Gorton Primary School



Year 2 English Yearly Overview						
	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
	Stories with a familiar setting Explanations	Poetry Non-chronological report	Playscripts Persuasion	Traditional tales Instructions	Stories with a familiar setting Communication	Fantasy worlds Information texts
Fiction texts	Cottonwool Colin by Jeanne Willis and Tony Ross Sister for Sale by Adrian Bradbury	The fish who could wish by John Bush and Korky Paul Tiger by Usha Kishore River by June Crebbin Don't Call Alligator Long-Mouth Till You Cross River by John Agard	Little Croc's Purse by Lizzie Finlay Oh Gnome! By Lou Kuenzler	Billy Monster's Daymare by Alan Durant and Ross Collins Beauty and the Beast by Gill Howell	The Night Shimmy by Gwen Strauss and Anthony Browne Chatterbox Ben by Adrian Bradbury	G.E.M by Jane Clarke and Garry Parsons Chocolate Planet by Jon Blake
Non-fiction texts	'Parents and their Young' Explanation	'Journey to the deep' A non-chronological text	'The Super Car Boot Toy Sale!' 'Gnome, Sweet Gnome!' Persuasive writing	'How to Turn a Class Hamster into a Dinosaur' Instruction text	'Thrill City' Email and Letter – communication text	'Chocolate' An informative text

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Focus Author and texts	Peter's Chair – Ezra Jack Keats Willy the Wimp – Anthony Browne Alfie and the Big Boys – Shirley Hughes	Underwater Farmyard – Carol Ann Duffy and Joel Stewart Moon Zoo - Carol Ann Duffy and Joel Stewart The Rainbow Fish – Marcus Pfister	Aesop: The Complete Fables – Aesop (See the Boy who cried Wolf) The Lying Carpet – David Lucas The Huge Bag of Worries – Virginia Ironside Angry Arthur – Hiawyn Oram and Satoshi Kitamura	Little Beauty – Anthony Browne The Big Ugly Monster and the Little Stone Rabbit – Chris Wormell The Works 4 - Pie Crobett and Gaby Morgan (see 'My Sister's a Monster – Gillian Floyd)	Slightly Invisible – Lauren child The Snowman – Raymond Briggs Not Now Bernard – David McKee The Tiger who came to tea – Judith Kerr	Charlie and the chocolate factory – Roald Dahl Quick, Let's Get Out of Here – Michael Rosen Aliens in Underpants save the world – Calire Freedman We're off to Look for Aliens – Colin McNaughton
Grammar covered	Capital Letters Question marks Suffixes (-ful, -less)	Commas in lists Suffixes (-ing, -er, -est) Compound words	BOYS (BUT, Or, Yet and So) Sentences with different forms (exclamation and command) Adjectives, nouns and noun phrases Apostrophes for possession	Conjunctions (for co-ordination) Adverbs	Conjunctions (for subordination) Apostrophes for contractions	Verb tenses Tenses in texts
Reading Purpose	Children will: <ul style="list-style-type: none"> •Connect and explore the central theme of family relationship in Sister for Sale by drawing links between texts. •Explore character's feelings throughout 	Children will: <ul style="list-style-type: none"> •Explore poetic techniques e.g. rhyme, rhythm, repetition and alliteration. •Explore the form of shape 	Children will: <ul style="list-style-type: none"> •Connect and explore the central themes of honesty, friendship and persuasion by drawing links between texts. 	Children will: <ul style="list-style-type: none"> •Explore the power of fairy tales through a traditional retelling. •Recognise the special tales used in fairy tales. 	Children will: <ul style="list-style-type: none"> •Connect and explore the central themes of communication by drawing links between texts. •Explore character's 	Children will: <ul style="list-style-type: none"> •Connect and explore central themes of envy and courage. •Explore features of different fantasy settings.

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	<p>Cotton Colin and Sister for Sale and how they reflect characters development.</p> <p>Children will:</p> <ul style="list-style-type: none"> •Think about why we read explanatory texts. •Notice how explanatory are structured the information clear, using key features. •Identify how adverbs of time are used to order information and how this helps the reader to follow the text. •Understand why glossaries are useful and learn to organise information alphabetically. 	<p>(concrete) poems.</p> <ul style="list-style-type: none"> •Perform a poem, using emphasis to create meaning. <p>Children will:</p> <ul style="list-style-type: none"> •Find answers to their questions by reading a non-chronological text. •Identify how non-chronological texts are structured to help the reader find information. •Use mind maps to organise notes.. 	<ul style="list-style-type: none"> •Explore characters thoughts and feelings. •Discuss the importance of specific characters and moments. •Understand the impact of sound effects. <p>Children will:</p> <ul style="list-style-type: none"> •Identify persuasive words and phrases and recognise that these focus on the positive aspects of something. •Notice how adverts persuade. • Experiment with features of layout. 	<ul style="list-style-type: none"> •Identify the most important moments in a story. •Explore how characters change. <p>Children will:</p> <ul style="list-style-type: none"> •Look at different forms of instructions. •Notice how adverbs of time are used to sequence information. •Follow simple instructions. •Recognise how adverbs of manner are used in instruction texts to give more precise information. 	<p>motivations, thoughts feelings, speech and actions.</p> <ul style="list-style-type: none"> •Examine how personal writing conveys mood. <p>Children will:</p> <ul style="list-style-type: none"> •Explore the different forms of communication appropriate for different situations. •Recognise formal and informal language and understand that formality is dependent on context 	<ul style="list-style-type: none"> •Use drama to explore motivations behind behaviour and action. <p>Children will:</p> <ul style="list-style-type: none"> •Read and identify key points about chocolate and how it is made. •Explore the features of information texts and how information located. •Consider the way information is presented to engage the audience.
<p>Writing Purpose</p>	<p>The key writing purpose is to write a new story about friendship.</p> <p>The key writing purpose is to write</p>	<p>The key writing purpose is to write a poem to describe a new sea creature.</p>	<p>The key writing purpose is to write some new scenes for a play.</p>	<p>The key writing purpose is to write a new fairy tale.</p> <p>The key writing purpose is to write</p>	<p>The key writing purpose is to develop a new character and write a diary entry.</p>	<p>The key writing purpose is to write a fantasy story set in space.</p>

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	an explanation of a life cycle.	The key writing purpose is to write a well-structured non-chronological report.	The key writing purpose is to write and perform a persuasive voice over.	a clear set of instructions.	The key writing purpose is to use formal and informal language for different forms of communication.	The key writing purpose is to present information in an engaging way.
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