



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Cottonwool Colin by Jeanne Willis and Tony Ross Sister for Sale by Adrian Bradbury (Stories with a familiar setting)	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 (Poetry)	Little Croc's Purse by Lizzie Finlay Oh Gnome! By Lou Kuenzler (Playscript)	Billy Monster's Daymare by Alan Durant and Ross Collins Beauty and the Beast by Gill Howell (Traditional Tale)	The Night Shimmy by Gwen Strauss and Anthony Browne Chatterbox Ben by Adrian Bradbury (Stories with a familiar setting)	G.E.M by Jane Clarke and Garry Parsons Chocolate Planet by Jon Blake (Fantasy)
Non-fiction	'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' (Information text)
Class Novels	I Was A Rat Philip Pullman	The Questioners: Rosie Revere and the Raucous Riveters Andrea Beatty	Charlotte's Webb E.B. White	The Minipins Roald Dahl	The Dragon Machine Helen Ward	A Walk in London Salvatore Rubbino
Guided Reading	A range of Bug Club books linked directly to the phoneme being learnt		A range of Bug Club books linked directly to the phoneme being learnt		A range of Bug Club books linked directly to the phoneme being learnt	
Reading Focus	Children will: Connect and explore the central theme of family relationship in Sister for Sale by drawing links between texts. Explore character's feelings throughout Cotton Colin and Sister for Sale and how they reflect characters development.	Children will: Explore poetic techniques e.g. rhyme, rhythm, repetition and alliteration. Explore the form of shape (concrete) poems. Perform a poem, using emphasis to create meaning. Find answers to their questions by reading a non-chronological text. Identify how non-chronological texts are	Children will: Connect and explore the central themes of honesty, friendship and persuasion by drawing links between texts. Explore characters thoughts and feelings. Discuss the importance of specific characters and moments.	Children will: Explore the power of fairy tales through a traditional retelling. Recognise the special tales used in fairy tales. Identify the most important moments in a story. Explore how characters change. Look at different forms of instructions.	Children will: Connect and explore the central themes of communication by drawing links between texts. Explore character's motivations, thoughts feelings, speech and actions. Examine how personal writing conveys mood. Explore the different forms of	Children will: Connect and explore central themes of envy and courage. Explore features of different fantasy settings. Use drama to explore motivations behind behaviour and action. Read and identify key points about



	<p>Think about why we read explanatory texts.</p> <p>Notice how explanatory are structured the information clear, using key features.</p> <p>Identify how adverbs of time are used to order information and how this helps the reader to follow the text.</p> <p>Understand why glossaries are useful and learn to organise information alphabetically.</p>	<p>structured to help the reader find information.</p> <p>Use mind maps to organise notes.</p>	<p>Understand the impact of sound effects.</p> <p>Identify persuasive words and phrases and recognise that these focus on the positive aspects of something.</p> <p>Notice how adverts persuade.</p> <p>Experiment with features of layout.</p>	<p>Notice how adverbs of time are used to sequence information.</p> <p>Follow simple instructions.</p> <p>Recognise how adverbs of manner are used in instruction texts to give more precise information.</p>	<p>communication appropriate for different situations.</p> <p>Recognise formal and informal language and understand that formality is dependent on context.</p>	<p>chocolate and how it is made.</p> <p>Explore the features of information texts and how information located.</p> <p>Consider the way information is presented to engage the audience.</p>
<p>Writing Focus</p>	<p>The key writing purpose is to write a new story about friendship.</p> <p>The key writing purpose is to write an explanation of a life cycle.</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 a well-structured non-chronological report.</p>	<p>The key writing purpose is to write some new scenes for a play.</p> <p>The key writing purpose is to write and perform a persuasive voice over.</p>	<p>The key writing purpose is to write a new fairy tale.</p> <p>The key writing purpose is to write a clear set of instructions.</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 use formal and informal language for different forms of communication.</p>	<p>The key writing purpose is to write a fantasy story set in space.</p> <p>The key writing purpose is to present information in an engaging way.</p>
<p>Grammar</p>	<p>Capital letters</p> <p>Question marks</p> <p>Suffixes</p>	<p>Commas in lists</p> <p>Suffixes</p> <p>Compound words</p>	<p>Exclamation</p> <p>Command</p> <p>Adjectives, nouns and noun phrases</p>	<p>Conjunctions</p> <p>Adverbs</p>	<p>Conjunctions</p> <p>Apostrophes for contractions</p>	<p>Verb tense</p> <p>Tenses in texts</p>



St Barnabas C of E Primary Academy
Year 2 English Overview