



2022/2023 Coverage to support Planning process

English Overview & Progression – Year 2

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p style="text-align: center;"><i>Year 2 (Autumn)</i></p>	<p><u>Wings 1</u></p>		<p><u>Grammar and Punctuation</u></p>
	<p>Text: Anancy and Mr Dry Bones – Fiction (1 week) Link/s Culture Reading Focus: Decoding, fluency and recalling information.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> Retell to show what the different characters were thinking. To use sentences with different forms. 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list
	<p>Text: Whatever Next! – Fiction (1 week) Link/s Science Reading Focus: Decoding, fluency and recalling information.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story set on another planet. To write a story set on another planet. 	<ul style="list-style-type: none"> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns the girl's name Formation of nouns using suffixes such as ness, -er and by compounding - whiteboard, superman.
	<p>Text: Where the Wild Things Are – Fiction (1 week) Link/s Art Reading Focus: Decoding, fluency, comment on structure and form of poetry.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story about a bedroom that changes form. To use commas to separate items in a list. 	<ul style="list-style-type: none"> Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.
	<p>Text: Peace at Last – Fiction (1 week) Link/s Science Reading Focus: Decoding, fluency, infer reactions and emotions from text.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a letter to Mr Bear. To use verb tenses correctly. 	<ul style="list-style-type: none"> Subordination Using when, if, that, because. Co-ordination Using or, and, but.
<p>Text: Bugs – Non-Fiction (1 week) Link/s Science Reading Focus: Decoding, fluency, infer reactions and emotions from text.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a text about bees. To use sentences with different forms. 	<ul style="list-style-type: none"> Expanded noun phrases for description and specification. the blue butterfly, plain flour, the man in the moon. How the grammatical patterns in a sentence indicate its function as a statement, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. 	



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	<p>Text: Night Animals – Non-Fiction (1 week) Link/s Science Reading Focus: Decoding, fluency, identify features of a non-fiction text.</p> <p>Text: Dinosaur Dreams – Fiction (1 week) Link/s Science Reading Focus: Decoding, fluency, infer reactions and emotions from text.</p> <p>Text: Seashore – Non-Fiction (1 week) Link/s Science Reading Focus: Decoding, fluency, identify features of a non-fiction text.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To design an information leaflet about hedgehogs. To use sentences with different forms. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story about a dinosaur. □ To use subordinate clauses. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write the diary of a seashore expedition. Co-ordination. 	<ul style="list-style-type: none"> Use of the progressive form of verbs in the present and past tense to mark actions in progress. she is drumming, he was shouting. <p>Spelling</p> <ul style="list-style-type: none"> The sound spelt as -ge and -dge at the end of words and sometimes spelt as -g elsewhere in words before e, i and y e.g. badge, edge, bridge, age, huge, change gem, magic, giraffe jacket, jar, jog adjust. The /s/ sound spelt c before e, i and y e.g. Race, ice, city, fancy. The /n/ sound spelt kn and gn at the beginning of words e.g. Knock, know, knee, gnat, gnaw. The /r/ sound spelt wr at the beginning of words e.g. write, written, wrote, wrong, wrap. The /l/ sound spelt -le at the end of words e.g.
	Wings 2 Phase 1		



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<p><i>Year 2 (Spring)</i></p>	<p>Text: The Little Polar Bear – Fiction (1 week) Link/s: Science Reading Focus: To identify story settings.</p> <p>Text: Can't You Sleep Little Bear? – Fiction (1 week) Link/s: Maths Reading Focus: To look at story structure.</p> <p>Text: Dumpling – Fiction (1 week) Link/s: PSHE Reading Focus: To identify what a character is like and decide if we like him.</p> <p>Text: Rita the Rescuer – Fiction (1 week) Link/s: PSHE Reading Focus: To identify the main points in a plot.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a letter. • The uses of capitalisation. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a story opening. • Making sentence boundaries. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a character description. • To use linking words and phrases. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a newspaper report. • To use cohesion within and between paragraphs. 	<p>table, apple, bottle, little, middle.</p> <ul style="list-style-type: none"> • The /l/ sound at the end of words (-el) e.g. camel, tunnel, squirrel, travel, tinsel. • The /l/ sound at the end of words (-al) e.g. Metal, pedal, capital, hospital. • Words ending -il e.g. Pencil, fossil, nostril. • The /ai/ sound spelt -y at the end of words e.g. Cry, fly, dry, try, reply, July. • Adding -es to nouns and verbs ending in -y The y is changed to i before -es is added e.g. Flies, tries, replies, copies, babies, carries. • Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. • The y is changed to i before -ed, -er and -est are added. Only taxiing and skiing have double
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	<p>Text: Floss – Fiction (1 week) Link/s: Geography Reading Focus: To identify story settings.</p> <p>Text: China – Non-Fiction (1 week) Link/s: Geography/History Reading Focus: To survey the text and identify the main ideas.</p> <p>Text: Jim and the Beanstalk – Fiction (1 week) Link/s: Maths Reading Focus: To identify what a character is like, decide if we like him.</p> <p>Text: What I Like – Poetry (1 week) Link/s: N/A Reading Focus: To read nonsense poems with expression.</p> <p>Text: I Wonder Why Stars Twinkle – Non-Fiction (1 week) Link/s: Science/Astronomy Reading Focus: To survey the text and ask questions. Summarise main ideas.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a story from Floss’s viewpoint. □ Consistent use of verb tense. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a recount. Writing in cohesive sections. <p>Writing Focus:</p> <ul style="list-style-type: none"> To add extra scenes to the story. To understand that sentences must make sense. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write an informal letter. Experiment with the sounds of words and phrases. <p>Writing Focus:</p> <ul style="list-style-type: none"> Recount the moon landing. Make zig zag book of solar system. To use correct verb tense consistently/ ARE punctuation. 	<p>ii e.g. Copied, copier, happier, happiest, cried, replied, copying, crying, replying.</p> <p>Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it.</p> <p>□ The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other other suffix beginning with a vowel letter is added. EXCEPTION: being e.g. hiking, hiked, hiker, nicer, nicest, shiny.</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter of the root is doubled (x is never doubled) e.g. patting, patted, humming, hummed, dropping, dropped.</p> <p>The /or/ sound spelt a before l and ll e.g. all, ball, call, walk, talk, always.</p> <p>The u sound spelt e.g. other, mother, brother, nothing, Monday.</p> <p>□ The ee sound spelt -ey e.g. Key, donkey, monkey, chimney.</p> <p>The o sound spelt a after w and qu e.g. Want, watch, wander, quantity, squash.</p> <p>□ The er sound spelt or after w e.g. word, work, worm, world, worth.</p> <p>□</p> <p>□ The or sound spelt ar after w e.g. war, warm, towards.</p>
	Wings 2 Phase 2		



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<p><i>Year 2 (Summer)</i></p>	<p>Text: Mrs Vole the Vet – Fiction (1 week) Link/s: PSHE Reading Focus: Identify how language, structure, and presentation contribute to meaning.</p> <p>Text: Dr Xargle’s Book of Earthlets – Fiction (1 week) Link/s:</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write an advert on behalf of Mrs Vole. □ To select persuasive language. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a postcard from earth. 	<p>The zh sound spelt s e.g. television, treasure, usual.</p> <p>□</p> <p>The suffixes -ment, -ness, -ful, -less and -ly e.g. enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily.</p> <p>□</p>
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	<p>Reading Focus: Influence of characters' viewpoints on the reader's opinion.</p> <p>Text: I Wonder Why Spiders Spin Webs 1 Link/s Science</p> <p>Reading Focus: To summarise a text and make inferences.</p> <p>Text: The Lonely Giraffe – Fiction (1 week) Link/s Geography</p> <p>Reading Focus: To identify and comment on writer's purpose and the effect on the reader.</p> <p>Text: Bog baby – Fiction (1 week) Link/s Science</p> <p>Reading Focus: To ask questions of the text whilst reading.</p> <p>Text: The Selfish Giant – Fiction (1 week) Link/s PSHE</p> <p>Reading Focus: To clarify difficult to understand words and ideas.</p> <p>Text: Seaside Poems – Poetry (1 week) Link/s: Geography Reading Focus: To read poems with expression.</p>	<ul style="list-style-type: none"> • Word Choices that reflect viewpoint. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To create a non-chronological report. • To select the appropriate tense and formal vocabulary. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a story with a morale message. • To draw on knowledge from past reading when writing. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a story with a theme of displacement. • To use the past tense correctly and consistently. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a letter of request. • To ensure that nouns and verbs agree in sentences. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a poem with a seaside theme. • To play with the sounds of words and phrases. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contractions - the apostrophe shows where the missing letters would be e.g. can't, didn't, hasn't, couldn't, it's I'll. <input type="checkbox"/> Possessive Apostrophe e.g. Megan's, Rav's, the girl's, the child's, the man's. <input type="checkbox"/> Words ending in -tion e.g. Station, fiction, motion, national, section. <input type="checkbox"/> Homophones and near-homophones there/their/they're here/hear quite/quiet see/sea bare/bear. <input type="checkbox"/> Common exception words door, floor, poor, because, find, kind, mind, behind, child, improve
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	<p>Text: Danger Monsters and Aliens – Fiction (2 weeks) Link/s Science</p> <p>Reading Focus:</p>	<p>Writing Focus:</p> <ul style="list-style-type: none">• To retell a story from a different viewpoint.• Vary sentences for clarity, purpose and effect.	
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	<p>Identify and comment on writer's purposes and viewpoints, and the overall effect on the reader.</p>		
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Overall Coverage	Reading Coverage Statements for the year	Writing Coverage Statements for the year
	<u>Reading Coverage:</u>	<u>Writing Milestones:</u>



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Pupils will be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
 - Make simple additions, revisions and proof-reading corrections to their own writing.
 - Use the punctuation taught at key stage 1 mostly correctly.
 - Use co-ordination and some subordination to join clauses.
 - Spell most common exception words (appendix 1).
 - Add suffixes to spell most words correctly in their writing.
 - Form 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
 - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.



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		<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done²¹ answering and asking questions - predicting what might happen on the basis of what has been read so far <p>□ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>□ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	
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