

Year 2 English Overview 2026-2027

Persuade

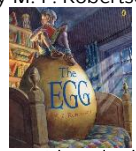
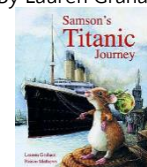
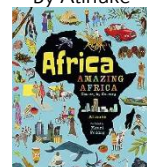
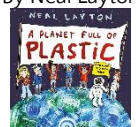
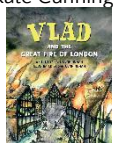
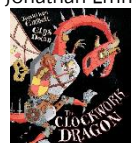
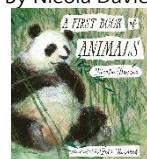
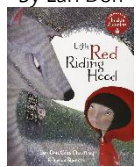
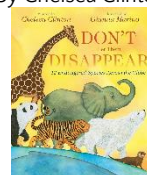
Inform

Entertain

Discuss

Recount

Year 2

Wonderful World Autumn 1	Fire, Fire! Autumn 2	Knights and Dragons Spring 1	Wondrous Weather Spring 2	Titanic Summer 1	Amazing Africa Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Here We Are By Oliver Jeffers  Outcome: Information leaflet (I) SOA: Sentences to describe and inform.	Katie in London  Outcome: tour guide (I) SOA: Character description	The Egg By M. P. Robertson  Outcome: Guide to look after a dragon (I) SOA: Descriptive sentences / paragraph	Look and Wonder: The amazing life cycle of plants  Outcome: life cycle of a plant Soa: instructions of how to plant a seed	Samson's Titanic Journey By Lauren Graham  Outcome: Narrative (E)(R) SOA: Recount	Africa, Amazing Africa By Atinuke  Outcome: Fact file (I) SOA: Sentences to inform
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
A Planet Full of Plastic By Neal Layton  Outcome: Description of a recycled object (E)(I) SOA: Captions / labelling	Vlad and the Great Fire of London By Kate Cunningham  Outcome: Narrative retelling of the Fire of London (E)(R) SOA: Descriptive sentences	The Clockwork Dragon By Jonathan Emmett  Outcome: Narrative (E) SOA: Recount	Where the Wild Things Are By Maurice Sendak  Outcome: Character description & Narrative (E) SOA: Descriptive sentences / paragraph	The Night Gardener By The Fan Brothers  Outcome: Descriptive narrative (E) SOA: Setting description	A First Book of Animals By Nicola Davies  Outcome: Poetry (E)
Learning Journey 3	Learning Journey 3	Learning Journey 3			Learning Journey 3
Little Red Riding Hood By Lari Don  Outcome: Character description (E) SOA: 'Missing' poster	All aboard the London Bus By Patricia Toht  Outcome: poem based on London	Dare to Care: Pet Dragon By M. P. Robertson  Outcome: Instructional (I) Soa: use description to describe an unknown dragon (could use a			Don't Let Them Disappear By Chelsea Clinton  Outcome: Letter (I) SOA:

Yr 2 whole class writing objectives – what we are teaching, when and why

• To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of learning journeys

• These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

Recap year 1 skills: Phase 2 I can use capital letters and full Stops I can use joining words like 'and' I can write lower-case letters in the right direction, starting and finishing in the right place I can tell if a sentence is a question, command, explanation or a statement I can use the correct present or past tense e.g. she is drumming, he was shouting Phase 3 I can read my sentence to check it makes sense I can proof read my work to check for errors of spelling, grammar and punctuation A Planet Full of Plastic Phase 2 I can use description in my writing e.g. the blue whale, plain flour, then man in the Moon I can use these words in my writing: when, if, that because, and, or, but I can write about the things I have done and things others have done Phase 3 I can make simple additions, revisions and corrections to their own writing Oracy	Kate in London Phase 2 I can use these words in my writing: when, if, that because, and, or, but I can use capital letters and full stops and sometimes use question marks and exclamation marks I can tell if a sentence is a question, command, explanation or a statement Vlad and the Great Fire of London Phase 1 I can write for different purposes, writing long and short pieces of work Phase 2 I can use commas when writing a list Phase 3 I can plan my writing by writing down my ideas or talking about them for each Sentence All aboard the London Bus By Patricia Toht Phase 2 I can use capital letters and full stops and sometimes use question marks and exclamation marks I can use commas when I am writing a list Phase 3 I can plan my writing by writing down ideas and/or key words and new vocabulary	The Egg Phase 2 I can use description in my writing e.g. the blue butterfly, plain flour, then man in the Moon I can use the correct tense in my writing I can use these words in my writing: when, if, that because, Phase 3 I can proof-read my work to check for errors in spelling, grammar and punctuation Oracy I can vary language according to the situation between formal and informal The Clockwork Dragon Phase 1 I can write for different purposes, writing long and short pieces of work Phase 2 I can use the correct tense in my writing Phase 3 I can plan my writing by writing down my ideas or talking about them for each Sentence Oracy I can start to use subject-specific vocabulary to explain, describe and add detail Dare to Care: Pet Dragon Phase 2 I can tell if a sentence is a Command. I can use commas when I am	Look and Wonder: The amazing life cycle of plants Outcome: life cycle of a plant Phase 1 I can write for different purposes, writing long and short pieces of work Phase 2 I can tell if a sentence is a question, command, explanation or a statement Phase 3 I can check my work by reading through it to make sure, it makes sense and that I have used the right words to indicate time Oracy I can use subject-specific vocabulary to explain, describe and add detail Where the Wild Things Are Outcome: Character description & Narrative (E) Phase 2 I can use the correct tense in my writing e.g. she is drumming, he was shouting I can suggest words or phrases to describe and add detail Phase 3 I can plan my writing by writing down ideas and/or key words and new vocabulary	Samson's Titanic Journey Outcome: Narrative (E)(R) Phase 2 I can add 'ing,' 'ed,' 'er,' and 'est' to the end of a word to make a new word ie. helping, Helped- I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past), apostrophe, and Comma (choose the ones most relevant to the outcome) I can use these words in my writing: when, if, that because, and, or, but I can use apostrophes for contractions Phase 3 I can check my work by reading through it to make sure, it makes sense Oracy I can take on a different role in a drama or role play and discuss the character's feelings The Night Gardener Outcome: Descriptive narrative (E) Phase 2 I know the plural rule and can add 's' and 'es' in the right place ie. dog, wish, wishes I can use the correct tense in my writing I can use these words in my writing: when, if, that because, and, or, but	Africa, Amazing Africa Outcome: Fact file (I) Phase 2 I can use capital letters and full stops and sometimes use question marks and exclamation marks I can use commas when I am writing a list I can use apostrophes for contractions Phase 3 I can plan my writing by writing down ideas and/or key words and new vocabulary A First Book of Animals Outcome: Poetry (E) Phase 2 I can check my work by reading through it to make sure it makes sense and that I have used the right words to indicate time I can use description in my writing e.g. the blue butterfly Phase 3 I can practise and rehearse sentences out loud Don't Let Them Disappear Outcome: Letter (I) Phase 1 I can write for different purposes, writing long and short pieces of work Phase 2 I can use the correct tense in my writing
--	---	---	---	---	--

I can describe their immediate world and environment Little Red riding Hood Phase 2 I can use description in my writing I can add these letter groups to the end of words: -er, -est, -ly e.g. smoothly, smoother Phase 3 I can plan my writing by writing down ideas and talking about them I can evaluate my writing with the teacher and other pupils Oracy I can take part in a simple role play of a known story	Oracy I can practise and rehearse reading sentences and stories aloud.	writing a list I know the plural rule and can add 's' and 'es' in the right place ie. dog, wish, wishes I can use apostrophes for contractions Phase 3 I can proof-read my work to check for errors in spelling, grammar and punctuation Oracy I can start to use subject-specific vocabulary to explain, describe and add detail		Phase 3 I can plan my writing by writing down ideas and talking about them	I can use apostrophes for contractions I can add un to the start of a word to make a different word Phase 3 I can plan my writing by writing down my ideas or talking about them for each Sentence Oracy I can vary language according to the situation between formal and informal
---	--	--	--	--	---

Year 2

Spelling (embedded throughout the year/ taught in discrete spelling sessions)

- I can break down spoken words into their sounds and write them correctly
- I can learn new spellings by using words I already know
- I can spell many common exception words
- I can spell some/most words which have been shortened
- I can spell words which use an apostrophe to show possession e.g. the girl's book
- I can spell words which sound the same but which are spelt differently e.g. buy, bye, by
- I can add the endings -ment, -ness, -ful, -less, -ly to spell some/most longer words
- I can write the correct spellings and punctuation in simple sentences I hear my teacher say
- I can make new words by putting two words together e.g. whiteboard, superman