



# OVERCHURCH INFANT SCHOOL

## ENGLISH LONG TERM OVERVIEW 2019-20

	Autumn 'In The Forest'	Spring 'Oceans'	Summer 'Heroes'
<b>YEAR TWO</b>	<p><i>As readers, children will:</i></p> <ul style="list-style-type: none"> <li>- read accurately by blending sounds in words (especially recognising alternative sounds for graphemes), read common exception words, read aloud books that are consistent with developing phonic knowledge</li> <li>-explore the key texts 'Jack and the Baked Beanstalk', 'Into the Forest' and Fairy Tale Disaster and 'as a vehicle for learning about key features of traditional tales leading to analysis of twisted fairy tales</li> <li>-discuss understanding of books at a higher level than they can read independently (The Night Gardener and Shackleton's Diary)</li> <li>-enjoy listening to a wide variety of poems, discuss vocabulary and focus on learning one by heart to celebrate National Poetry Week.</li> <li>-participate in 'book talk', discussing how and why writers make particular choices and how links can be made between books</li> <li>-engage with online and printed texts about their local area, discussing how non-fiction texts are structured</li> <li>-enhance their vocabulary by participating in whole school 'Lost Words' project</li> </ul>	<p><i>As readers, children will:</i></p> <ul style="list-style-type: none"> <li>-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>-read further common exception words and words of two or more syllables</li> <li>-explore the key texts 'Grandad's Island' and 'The Lonely Beast' as vehicles for learning about key features of a return narrative/circular story</li> <li>-retrieve information from engaging non-fiction texts about our environment</li> <li>-engage with poetry and fiction books about our environment and how we can help to protect it</li> <li>-enjoy World Book Day by responding to a wordless picture book Flotsam, using pictures to develop inference skills</li> <li>-show understanding of higher level texts by drawing on own experiences, vocabulary and information provided by the teacher</li> <li>-use prediction skills before reading and at pivotal points in key read aloud texts</li> <li>-read both narrative and non-fiction texts about the Sinking of the Titanic in order to understand more about the experiences of different groups of people</li> </ul>	<p><i>As readers, children will:</i></p> <ul style="list-style-type: none"> <li>-read words containing suffixes</li> <li>-read words with contractions</li> <li>-exercise more choice in the texts they are reading and relate them to own experiences and other books</li> <li>-enjoy reading a range of Sue Hendra texts as part of our whole school writing week on 'Supertato'</li> <li>-explore the key text 'Rosie Revere, Engineer' as a vehicle for discussing the significance of events in stories</li> <li>-in class book discussions, make inferences on the basis of what is said and done in stories</li> <li>-read as a writer by examining a variety of explanatory texts in different formats and noting key features</li> <li>-discuss meanings of new words encountered in books across the curriculum</li> <li>-read a range of autobiographies and texts about inspirational heroes</li> <li>-read narrative and non-fiction about the work of Florence Nightingale and Mary Seacole</li> </ul>

	<p><i>As speakers and listeners, children will:</i></p> <ul style="list-style-type: none"> <li>-listen and respond appropriately to adults and peers</li> <li>-ask relevant questions to extend understanding, knowledge and vocabulary</li> <li>-adopt a range of roles and respond appropriately to others in role</li> <li>-respond thoughtfully to a live theatre performance of Robin Hood</li> </ul> <p><i>As writers, children will:</i></p> <ul style="list-style-type: none"> <li>-sit correctly at a table, holding a pencil comfortably and correctly</li> <li>-form lower case letters of the correct size relative to one another</li> <li>-write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>-write simple narratives based on those they have read (a twisted fairy tale)</li> <li>-write a simple set of instructions</li> <li>-write in response to different traditional tale characters encountered in 'In The Forest'</li> <li>-write a simple response to a live theatre production they have watched</li> <li>-create a persuasive non-fiction brochure about their local area</li> <li>-write a setting description using The Night Gardener as stimulus</li> <li>-write a diary entry in role as Shackleton</li> <li>-complete a dictated exercise using common exception words</li> </ul>	<p><i>As speakers and listeners, children will:</i></p> <ul style="list-style-type: none"> <li>-use spoken language to develop understanding by imagining and exploring ideas</li> <li>-articulate and justify answers, arguments and opinions about environmental matters that are important to them</li> <li>-participate in discussions, presentations, performances, role play and debates</li> </ul> <p><i>As writers, children will:</i></p> <ul style="list-style-type: none"> <li>-practise sentences orally before writing them down in a simple, well-punctuated narrative</li> <li>-re-read their writing and check for errors in spelling, grammar and punctuation</li> <li>-use sentences with different forms (statement, command, question, exclamation)</li> <li>-spell common exception words, words with contracted form, words with suffixes and common homophones</li> <li>-write simple narratives based on those they have read (a return narrative)</li> <li>-write a simple set of instructions</li> <li>-write a letter which asks others to support environmental change</li> <li>-write a clearly organised non chronological report</li> <li>-write about a real event (Maritime Museum trip)</li> <li>-use simple poetry models such as 'Bear Hunt' and 'Hello Ocean' to inspire own senses-based poetry</li> <li>-write creatively in response to the wordless picture book Flotsam</li> <li>-write about the events of the sinking of the Titanic</li> </ul>	<p><i>As speakers and listeners, children will:</i></p> <ul style="list-style-type: none"> <li>-speak audibly and fluently with an increasing command of Standard English</li> <li>-maintain attention and participate actively in collaborative conversations, staying on topic and initiating/responding to comments</li> <li>-give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> </ul> <p><i>As writers, children will:</i></p> <ul style="list-style-type: none"> <li>-join clauses using co-ordinating and subordinating conjunctions</li> <li>-use increased accuracy in spelling in sustained pieces of writing</li> <li>-use verb tenses increasingly accurately</li> <li>-demonstrate how they can apply spellings they have learned in story writing about Rosie Revere, Engineer</li> <li>-write narratives (real and fictional) based on their work about Rosie Revere, Engineer</li> <li>-write an explanatory text</li> <li>-participate in short burst writing opportunities stemming from a Heroes text</li> <li>-write a fact file about another country</li> <li>-write effectively and coherently about heroes of their own and about their work as local heroes</li> <li>-complete a dictated exercise, allowing them to showcase their writing skills</li> </ul>
--	---	---	--