











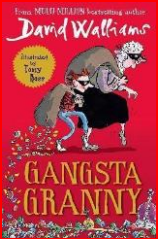
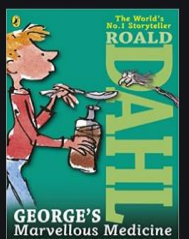
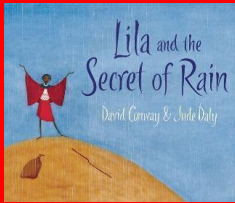




# Christ the King



## Yearly English Overview 2021 - 2022 Year Group: 2

Week	Autumn 1 (8 weeks) Topic: Great Fire of London	Autumn 2 (7 weeks) Topic: Let's go to London	Spring 1 (6 weeks) Topic: Florence Nightingale	Spring 2 (6 weeks) Topic: Let's go to Kenya.	Summer 1 (6 weeks) Topic: Victorian Saltburn.	Summer 2 (6 weeks) Topic: Let's go to Saltburn.
	 Class Novel: Amazing Grace.	 Class Novel: Gangsta Granny	   Class Novel: George's Marvellous Medicine.	   Class Novel: Lila and the Secret of Rain	   Class Novel: Peter Pan	  Class Novel: Charlotte's Web
						

### Narrative Diary entry.

Text: Vlad and the Great fire of London.

We will need a class text for this unit

**Teach it -Grammar and Punctuation:** and past tense.

**Spellings** – Common exception words.

**Grammatical features:** 1st person

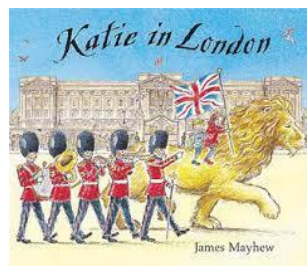
**Language features:** Adjectives to build detailed descriptions. Language drawn from knowledge of context.

**Reading Focus-**  
Session 1 – Orientation and Retrieval

**Reading Key Assessment Points**  
(1, 5, 6)

### Narrative Story Writing

Text: Katie in London.



**Teach it -Grammar and Punctuation:** use of different sentence forms i.e statement, command, question, exclamation.

**Spelling** – el

**Grammatical features:** Use mainly third person.

**Language features:** use adverbs to give detailed description.

**Reading Key Assessment Points**  
(2, 12, S+)

### Narrative Character profile

Text: Vlad and the Florence Nightingale Adventure.

We will need a class text for this unit.

**Teach it -Grammar and Punctuation:**

**Spelling** – plurals

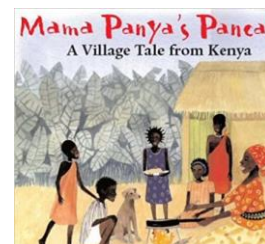
**Grammatical features:** Explain why their character is significant/important

**Language features:** Use a range of adjectives to describe appearance and personality.

**Reading Key Assessment Points**  
(9, 10)

### Narrative Story Writing

Text: Mama Panya's Pancakes.



**Teach it -Grammar and Punctuation:** statement sentences.

**Spelling** – compound words

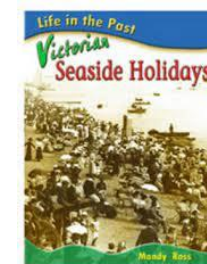
**Grammatical features:** use coordinating conjunctions.

**Language features:** similes and adjectives.

**Reading Key Assessment Points**  
(2, 12, S+)

### Recount Historical Event

Text: Victorian Seaside Holidays



**Teach it -Grammar and Punctuation:** – use of progressive tense to mark actions in progress.

**Spelling** – adding *-ing*, *-ed*, *-er*, *-est* and *y* to words containing the short vowel sound - double the consonant letter (patting/patted and sadder/saddest)

**Grammatical features:** Use the first person.

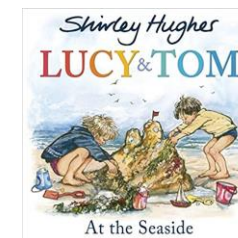
**Language features:** use pronouns to avoid the repetition of nouns.

**Reading Focus-**  
Session 1 – Orientation and Retrieval

**Reading Key Assessment Points**  
(4,5)

### Narrative Story Writing

Text: Lucy and Tom at the seaside.



**Teach it -Grammar and Punctuation:** Use of subordinating conjunctions.

**Spelling** – Possessive apostrophes for singular nouns - *Tom's*, *the child's* etc

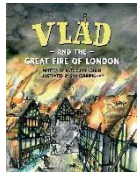
**Grammatical features:** use mainly third person.

**Language features:** Use language drawn from knowledge of context.

**Reading Key Assessment Points**  
(13, S+)

### Narrative Diary entry.

Text: Vlad and the Great fire of London.



**Teach it -Grammar and Punctuation:** Use subordinating or coordinating conjunctions to add further details or link ideas. Capital letters and full stops.

**Spelling** – adding ed to root words.

**Writing Application:**  
**Grammatical features:** Include time and sequence conjunctions.

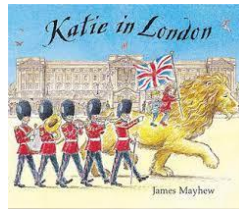
**Language features:** Use pronouns.

**Reading focus-**  
Session 2 Vocabulary  
Inference and prediction

**Reading Key  
Assessment Points**  
(3, 7, 8, 9)

### Narrative Story Writing

Text: Katie in London.



**Teach it -Grammar and Punctuation:** Noun phrases and use of different sentence forms i.e statement, commend, question, exclamation.

**Spellings:** le

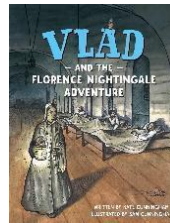
**Writing Application:**  
**Grammatical features:** Mainly in third person.

**Language features:** Use language drawn from knowledge of context.

**Reading Key  
Assessment Points**  
(7, 9)

### Narrative Character profile

Text: Vlad and the Florence Nightingale Adventure.



**Teach it -Grammar and Punctuation:** past tense. Exclamation sentences.

**Spellings:** singular/ plurals

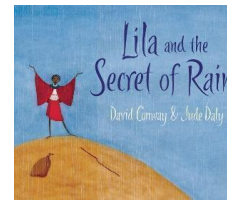
**Writing Application:**  
**Grammatical features:** Use of past tense throughout writing. Sequence events clearly.

**Language features:** use extended noun phrases to extend cohesion.

**Reading Key Assessment  
Points**  
(11,12)

### Narrative Story Writing

Text: Lila and the Secret of Rain.



**Teach it -Grammar and Punctuation:** Statement sentences.

**Spelling** – high frequency words.

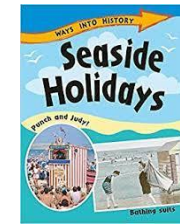
**Writing Application:**  
**Grammatical features:** use coordinating conjunctions.

**Language features:** establish the setting. Include a problem/special event.

**Reading Key  
Assessment Points**  
(8, 10)

### Recount Historical Event

Text: Seaside Holidays.



**Teach it -Grammar and Punctuation:** Use subordinating or coordinating conjunctions to add further details or link ideas.

**Spelling** – adding -ing, -ed, -er, -est and y to words containing the short vowel sound - double the consonant letter (sadder/saddest)

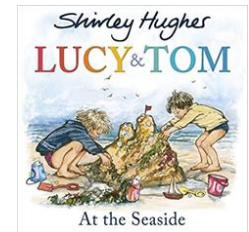
**Grammatical features:** use time and sequence conjunctions.

**Language features:** use exclamatory sentence to convey emotion.

**Reading Key  
Assessment Points**  
(4,6)

### Narrative Story Writing

Text: Lucy and Tom at the seaside.



**Teach it -Grammar and Punctuation:** Use of progressive tense to mark actions in progress.

**Spelling** – word endings -tion.

**Grammatical features:** use mainly third person.

**Language features:** include some speech to indicate a character's feelings.

**Reading Key  
Assessment Points** (7,10)

**Poetry**

Text: A Tiny Burning Flame.

**Teach it -Grammar and Punctuation:** Noun phrases to describe and specify.

**Spelling** – ly words.

**Grammatical features:**

**Language features:** Use subject specific language.

**Session 3 – Application**

**Reading Key Assessment Points (4, 10)**

**Non Fiction**

Explanation of a food chain linked to Science

**Teach it -Grammar and Punctuation:**

**Spelling** – Topic words

**Grammatical features:**

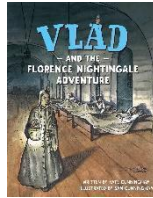
**Language features:**

**Reading Key Assessment Points**

**Narrative**

Story writing

Text: Vlad and the Florence Nightingale Adventure.



**Teach it -Grammar and Punctuation:** past tense. Exclamation sentences.

**Spellings:** singular/ plurals

**Grammatical features:** Use of past tense throughout writing. Sequence events clearly.

**Language features:** use extended noun phrases to extend cohesion.

**Reading Key Assessment Points (12, 13)**

**Non-Narrative**

Non-Chronological report about a Kenyan National park.

**Teach it -Grammar and Punctuation:** first person. sequence events in chronological order.

**Spelling** – silent letter k/w/g *knight/write/gnat*

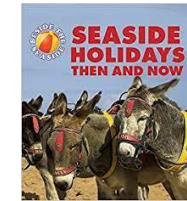
**Grammatical features:** Past tense.

**Language features:** use an exclamatory sentence to convey emotion. use adjectives to describe and convey emotions.

**Reading Key Assessment Points (7,8)**

**Non-Narrative**

Instructions- How to make a puppet.



**Teach it -Grammar and Punctuation:** use of commas to separate items in a list.

**Spelling** – adding suffixes -ment, -ness, -ful, -less, and -ly

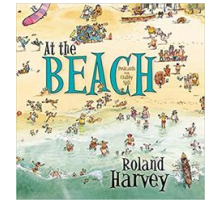
**Grammatical features:** use conjunctions to aid the sequence (first, next etc)

**Language features:** use adjectives and adverbs only for essential information.

**Reading Key Assessment Points (3,4)**

**Narrative-**

A Postcard from the Beach.




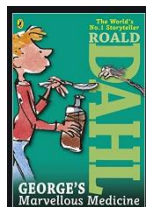

**Teach it -Grammar and Punctuation:** Use of noun phrases to describe and specify.

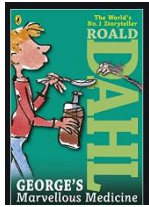

**Spelling** – Prefixes.

**Grammatical features:** Select the appropriate tense; using it consistently and correctly.

**Language features:** Use expanded noun phrases to aid cohesion.

**Reading Key Assessment Points (9,10)**

<p>4</p>	<p><b>Poetry – Fire/Senses</b></p>  <p><b>Teach it -Grammar and Punctuation:</b> Noun phrases to describe and specify</p> <p><b>Spelling –</b> ing ending</p> <p><b>Grammatical features:</b></p> <p><b>Language features:</b> Use subject specific language.</p> <p><b>Reading Focus-</b> Session 1 – Orientation and Retrieval</p> <p><b>Reading Key Assessment Points</b> (1, 5, 6)</p>	<p><b>Non-fiction:</b> Character Profile – David Attenborough</p> <p><b>Teach it -Grammar and Punctuation:</b></p> <p><b>Spelling –</b> al</p> <p><b>Writing Application:</b> <b>Grammatical features:</b></p> <p><b>Language features:</b></p> <p><b>Reading Key Assessment Points</b> (2,4,13)</p>	<p><b>Non-fiction:</b> Instructions – How to make a medicine Text: George’s Marvellous Medicine</p>  <p><b>Teach it -Grammar and Punctuation:</b> Use a range of conjunctions, in varied positions, to aid cohesion. Use of third person.</p> <p><b>Spelling –</b> “ceable”</p> <p><b>Writing Application:</b> <b>Grammatical features:</b> use mainly present tense.</p> <p><b>Language features:</b> use subject specific vocabulary.</p> <p><b>Reading Key Assessment Points</b> (3,4,12)</p>	<p><b>Poetry</b> Kenyan animals- acrostic poems for the Big 5 Animals.</p> <p><b>Teach it -Grammar and Punctuation:</b> Past tense.</p> <p><b>Spelling –</b> three way homophones</p> <p><b>Grammatical features:</b> Use of noun phrases to specify.</p> <p><b>Language features:</b> use simple similes to compare. Use subject specific language.</p> <p><b>Reading Key Assessment Points</b> (5,7)</p>	<p><b>Non Narrative</b> Explanation How is honey made- Linked to Science.</p> <p><b>Teach it -Grammar and Punctuation:</b> Correct use of CL, FS, ?, and !</p> <p><b>Spelling –</b> Topic words</p> <p><b>Grammatical features:</b> Use of different sentence forms.</p> <p><b>Language features:</b> Use subject specific vocabulary.</p> <p><b>Reading Key Assessment Points</b> (7,10)</p>	<p><b>Poetry</b> Magic Box Poem-Kit Wright- Make Seaside Box poem linked to Art.</p>  <p><b>Teach it -Grammar and Punctuation:</b> Use of commas to separate items in a list.</p> <p><b>Spelling –</b> soft c before ‘e’, ‘i’ and ‘y’ (<i>race / city</i>)</p> <p><b>Grammatical features:</b> noun phrases to describe and specify.</p> <p><b>Language features:</b> describe a stimulus.</p> <p><b>Reading Key Assessment Points</b> (7,8)</p>
<p>5</p>	<p><b>Non-fiction:</b> Character Profile of Vlad Text: Vlad and the Great Fire of London</p>	<p><b>Non-fiction:</b> Character Profiles – King Charles II and Queen Elizabeth II – Top Trumps</p> <p><b>Teach it -Grammar and Punctuation:</b></p>	<p><b>Non-fiction:</b> Instructions – How to make a medicine Text: George’s Marvellous Medicine</p>	<p><b>Non Narrative-recount</b> <b>Massai People</b></p>	<p><b>Poetry</b> Wellerman Sea Shanty <a href="https://youtu.be/ByJZTmI4sLw">https://youtu.be/ByJZTmI4sLw</a></p> <p><b>Teach it -Grammar and Punctuation:</b> Use of</p>	<p><b>Poetry</b> Magic Box Poem-Kit Wright- Make Seaside Box poem linked to Art</p>

6	<p>Sammy the Street Dog</p> <p><b>Teach it -Grammar and Punctuation:</b> commas to separate items in a list.</p> <p><b>Spelling</b> – common exception words.</p> <p><b>Writing Application:</b> <b>Grammatical features:</b></p> <p><b>Language features:</b> Use expanding noun phrases to aid cohesion.</p> <p>Session 2- Vocabulary Inference</p> <p><b>Reading Key Assessment Points (3, 7, 8, 9)</b></p>	<p><b>Spellings –</b></p> <p><b>Reading Key Assessment Points (11, 13)</b></p>	 <p><b>Teach it -Grammar and Punctuation:</b> command sentences.</p> <p><b>Spelling</b> – ‘er, est’</p> <p><b>Writing Application:</b> <b>Grammatical features:</b> Use conjunctions to aid the sequence (first, next, after that)</p> <p>Include a title. Include a list of materials/ingredients.</p> <p><b>Language features:</b> use adjectives and adverbs only for essential information.</p> <p><b>Reading Key Assessment Points (7,8)</b></p>	 <p><b>Teach it -Grammar and Punctuation:</b> Past tense.</p> <p><b>Spelling</b> – homophones with ee/ea and see/sea</p> <p><b>Writing Application:</b> <b>Grammatical features:</b> include time and sequence conjunctions.</p> <p><b>Language features:</b> use expanded noun phrases to aid cohesion.</p> <p><b>Reading Key Assessment Points (2)</b></p>	<p>apostrophes for contraction words.</p> <p><b>Spelling</b> – adding suffixes -ment, -ness, -ful, -less, and -ly</p> <p><b>Grammatical features:</b> Use simple repetitive / patterned structures. Perform with pace and intonation.</p>	 <p><b>Teach it -Grammar and Punctuation:</b> Correct use of CL, FS, ?, and !</p> <p><b>Spelling</b> – plurals</p> <p><b>Grammatical features:</b> noun phrases to describe and specify.</p> <p><b>Language features:</b> Make adventurous word choices.</p> <p><b>Reading Key Assessment Points (9)</b></p>
	<p><b>Narrative:</b> Story Writing – Life of a rat in London</p> <p>Text – Sammy the street dog.</p>	<p><b>Recount-</b> Tourist Guide to London</p> <p><b>Teach it -Grammar and Punctuation:</b> Use mainly present tense.</p> <p><b>Language features:</b> Use emotive language to</p>	<p><b>Poetry –</b> Florence Nightingale</p> <p><b>Teach it -Grammar and Punctuation:</b></p> <p><b>Spellings</b> – Common exception words</p> <p><b>Writing Application:</b></p>	<p><b>Holy Week</b></p> 	<p><b>Recount- Real Event</b> Beach Day</p> <p><b>Teach it -Grammar and Punctuation:</b> Use of subordinating or coordinating conjunctions to add further detail or link ideas.</p>	<p><b>Instructions</b> Hygiene Science</p> <p>Instructions on how to write up a science experiment???</p>

<p><b>Teach it -Grammar and Punctuation:</b> use of apostrophes for single use possession nouns.</p> <p><b>Spelling</b> – silent kn</p> <p><b>Writing Application:</b></p> <p><b>Grammatical features:</b></p> <p><b>Language features:</b></p> <p>Session 3 – Application</p> <p><b>Reading Key Assessment Points (4, 10)</b></p>	<p>emphasise opinion and evoke response</p> <p><b>Spellings</b> – Common exception words</p> <p><b>Writing Application:</b></p> <p><b>Grammatical features:</b></p> <p><b>Language features:</b></p> <p><b>Reading Key Assessment Points (10, 13)</b></p>	<p><b>Grammatical features:</b> describing a stimulus.</p> <p><b>Language features:</b> Experiment with alliteration, rhyme and sound effects.</p> <p><b>Reading Key Assessment Points (8, 12)</b></p>		<p><b>Spellings</b> – Common exception words</p> <p><b>Grammatical features:</b> First person and past tense</p> <p><b>Language features:</b> Adjectives to describe and convey emotions;</p> <p><b>Reading Key Assessment Points (8, 12)</b></p>	
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<p><b>7</b></p>	<p><b>Narrative:</b>  Story Writing – Life of a rat in London  Text –</p> <p><b>Teach it -Grammar and Punctuation</b></p> <p><b>Spelling</b> – dge, j</p> <p><b>Writing Application:</b>  <b>Grammatical features:</b>  Use co-ordinating conjunctions.</p> <p><b>Language features:</b> Use adverbs and adjectives to give detailed description.</p> <p><b>Session 1</b> – Orientation and Retrieval</p> <p><b>Reading Key Assessment Points</b>  1,5,6</p>	<p><b>ADVENT/CHRISTMAS</b></p>				
	<p><u>Autumn Term</u></p> <p><b>Narrative weeks: 7</b>  <b>Non-fiction weeks: 5</b>  <b>Poetry weeks: 2</b></p>	<p><u>Spring Term</u></p> <p><b>Narrative weeks: 3</b>  <b>Non-fiction weeks: 8</b></p>	<p><u>Summer Term</u></p> <p><b>Narrative weeks: 2</b>  <b>Non-fiction weeks: 8</b>  <b>Poetry weeks: 2</b></p>			