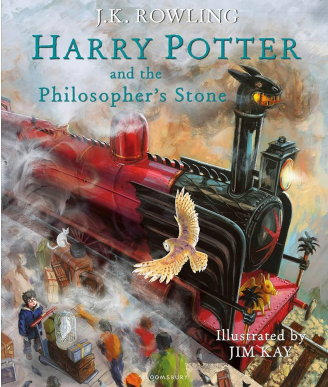
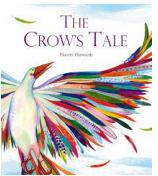



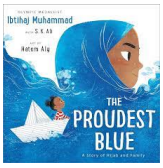

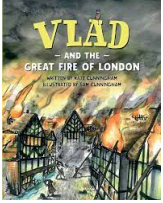

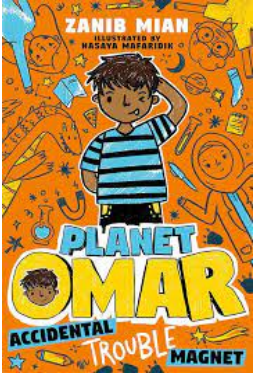
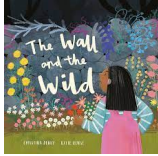
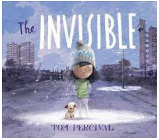
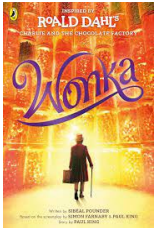
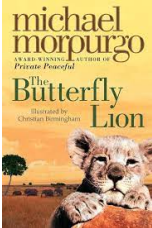
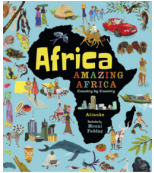
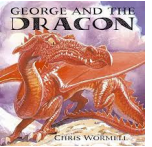
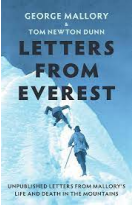


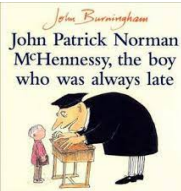





## Bowdon Church School English Whole School Overview - Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Class novel and core texts:  <b>Harry Potter and the Philosopher's Stone</b>                      JK Rowling</p>   	<p>Class novel and core texts:  <b>The Christmasaurus</b>                      Tom Fletcher</p>   	<p>Class novel and core texts:  <b>The Great Fire Dogs</b>                      Megan Rix</p>   	<p>Class novel and core texts:  <b>Planet Omar</b>                      Zanib Mian</p>    <p style="text-align: center; color: blue;">World Book Day 'Take one book!'</p>	<p>Class novel and core texts:  <b>Wonka</b>                      Sibeal Pounder</p>    	<p>Class novel and core texts:  <b>Letters from Everest</b>                      George Mallory</p>     
<p>Poetry:                      The Jumblies - Edward Lear</p>	<p>Poetry:                      In Flanders Fields - John McCrae</p>	<p>Poetry:                      If I were in charge of the world</p>	<p>Poetry:                      The Great Fire of London - Paul Perro</p>	<p>Poetry:                      The Big Five - Yuukinyuki</p>	<p>Poetry:                      Who made a mess? Steve Turner</p>

Don't - Michael Rosen	Twas the night before Christmas	A tiny burning flame - Unknown	Jellybean poem - Easter	Fill the world - Joshua Seigal	Live life in colour - Daniel Thompson
<p>Writing tasks:</p> <p>Fiction:</p> <p>Story continuation - The crow's tale (TWS)</p> <p>Story innovation - Fables</p> <p>Non Fiction:</p> <p>Emmerline Pankhurst Biography</p>	<p>Writing tasks:</p> <p>Fiction:</p> <p>Stardust - Diary entry - emotive</p> <p>Non fiction:</p> <p>Recount - Trip to the theatre</p> <p>The Christmas Story - Pop up books</p>	<p>Writing tasks:</p> <p>Fiction:</p> <p>Poetry - If I were in charge of BCS (TWS)</p> <p>Non Fiction:</p> <p>Recount - Fire of London workshop</p> <p>Instruction writing - How to make a sandwich.</p>	<p>Writing tasks:</p> <p>Fiction:</p> <p>World Book Day Writing - School book focus</p> <p>Non Fiction</p> <p>*Newspaper Report - The Great Fire of London</p> <p>*Diary entry - Great Fire</p>	<p>Writing tasks:</p> <p>Fiction:</p> <p>Story continuation- George and the Dragon (TWS)</p> <p>Non Fiction:</p> <p>Non chronological report on the 'Big Five'</p>	<p>Writing tasks:</p> <p>Fiction: reimagining a familiar fairy tale</p> <p>Non fiction:</p> <p>Dear Teacher - Letter to new teacher</p>
<p>2A: Unit 1-5</p> <p>Spelling patterns:</p> <ul style="list-style-type: none"> <li>- The or sound spelt a before l and ll</li> <li>- Soft c</li> <li>- Adding the suffixes: -y</li> <li>- Adding the suffix -ly</li> </ul>	<p>2A: Unit 6-9</p> <p>Spelling patterns:</p> <ul style="list-style-type: none"> <li>- The n sound spelt kn and gn</li> <li>- The igh sound spelt y</li> <li>- Adding the suffix -ing</li> </ul>	<p>2A: Unit 10-14</p> <p>Spelling patterns:</p> <ul style="list-style-type: none"> <li>- The j sound</li> <li>- The o sound spelt a after w and qu</li> <li>- Adding the suffix -ed</li> </ul>	<p>2B: Unit 1-4</p> <p>Spelling patterns:</p> <ul style="list-style-type: none"> <li>- The r sound spelt wr</li> <li>- Adding the suffix -er and -est</li> </ul>	<p>2B: Unit 1-9</p> <p>Spelling patterns:</p> <ul style="list-style-type: none"> <li>- The ee sound spelt ey</li> <li>- Adding the suffix -ness</li> <li>- Words ending in -le</li> <li>- Words ending in -el</li> </ul>	<p>2B: Unit 10-15</p> <p>Spelling patterns:</p> <ul style="list-style-type: none"> <li>- Words ending in -al</li> <li>- Adding the suffix -ful, -less and -ment</li> <li>- Words ending in -tion</li> <li>- Adding the suffix -es</li> </ul>

<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> <li>*Capital letters</li> <li>*Full stops</li> <li>*Commas in a list</li> <li>*Nouns</li> <li>*Adjectives</li> <li>*Verbs</li> <li>*Adverbs</li> </ul>	<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> <li>*Types of sentences (commands, exclamations, questions and statements).</li> <li>*Contractions</li> </ul>	<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> <li>*Possessive apostrophes</li> <li>*Conjunctions (and, but, or)</li> <li>*Compound words</li> </ul>	<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> <li>*Past tense</li> <li>*Present tense</li> </ul>	<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> <li>*Expanded noun phrases</li> <li>*Subordinating conjunctions (because, when, if, that)</li> </ul>	<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> <li>*Adding suffixes: -ness, -ment, -less to form adjectives</li> <li>*Adding suffixes -ness and -er to form nouns</li> <li>*Adding suffixes -er or -est in adjectives and -ly to turn adjectives into adverbs.</li> </ul>
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**Oracy/spoken language opportunities:**

- \*Show and tell
- \*National Poetry Day class performance
- \*Reading aloud: choral reading, echo reading
- \*Developing storyteller voices when reading to each other or to the class
- \*Chatter time (informal peer discussion on a given topic)
- \*Performing poems
- \*Performance of *Snow White* (M&M Theatre Productions)
- \*Performance : Christingle Carol Concert at church
- \*Class assemblies
- \*World Book day - author visit

**Reading for Pleasure & Home Learning:**

- All children have two reading books, which are matched to their current reading ability and are changed weekly
- All children visit our school library to choose a book to take home
- It is our expectation that children read at home for a minimum of 10 minutes per day
- English homework may take the form of reading, writing, research or poetry performance tasks
- We visit our local libraries
- Personal reading time in class

- Designated storytime every day