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| **English Overview Y2 Cycle A (SPAG focus) (writing focus) (reading focus)**  Sept 2021 start | | | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Text used** | **Writing outcome** |
| **A1** | POR 1+2 responding and role on the wall | POR 3 with focus on tenses (recap) | POR 4+5 shared writing whole story then plan ind | POR 9 thought bubbles – comprehension focus | POR 10 descriptive words and phrases | How to Find Gold by Viviane Schwarz | Narrative retelling with different characters – quest story |
| **A2** | POR 21 retelling – vocab focus | Adverbials | Shared writing – plan own version of quest story | Shared writing – innovation of opening and build up | Shared writing – innovation of problem resolution |
| **A3** | Shared writing – innovation ending – edit and improve | Contractions – show where used and why | Independent plan quest story – opening and build up (Hot task) | Independent problem resolution ending (hot task) | Edit, improve, perform |
| **A4** | POR 14 introduce argument focus – model text of letter | When not to use contractions – formal language | Persuasive language focus – emotive conjunctions and positive phrases | Conscious alley and freeze frame – response to arguments made | Shared writing – innovate plan and letter opening | Formal letter to the author – persuasive letters to spend the money or not |
| **A5** | Shared writing – positive reason 1 and 2 | Shared writing summing up argument in closing - Commas in a list items | Independent plan persuasive letter – opening (hot task) | Independent positive reason one , two and closing (hot task) | Edit, improve, perform |
| **A6** | POR 8 storm imagery - model text POR 11 | Commas in a list actions verbs Present progressive | Shared writing – creating own imagery and poem for storm | Independent plan and writing for own poem (hot task) | Edit, improve, perform | Free verse poetry based on a storm |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** | | | | | | | |
| **A7** | POR 1+2 responding and role on the wall | POR 3 story telling – model text of story retelling | POR 4 boxing up | Tadpoling - Adverbial phrases – vocab | POR 8 hot seating – questions recap | The Lonely Beast by Chris Judge | Narrative retelling with different character and settings journey story |
| **A8** | POR 14 visualising – a new friend for beast | adjectives adverbs | POR 16 shared writing model plan for friend’s journey | POR 17 shared writing model write opening build up and problem | Shared writing model resolution, ending and editing |
| **A9** | Word classes – nouns verbs recap | Independent plan journey story –drama and oral rehearsal of story | Independent opening and build up (Hot task) | Independent problem resolution ending (hot task) | Edit, improve, perform |
| **A10** | Model text of newspaper report – learn and box up | Conjunctions focus tadpoling | POR 11 – shared writing | POR 12+13 – shared writing | Recap 3rd person and past tense | Newspaper report – to help beast find friends |
| **A11** | Addition Conjunctions | Independent plan – oral rehearsal | Independent newspaper report – opening and next paragraph (hot task) | Independent next paragraph and closing (hot task) | Edit, improve, perform |
| **A12** | POR 6  Model text poem learn The Jellyfish | Metaphor and simile | POR 7 – shared writing of poem innovated for different underwater creature | Independent plan and writing for own poem of sea creature (hot task) | Edit, improve, perform | Underwater creature poem |
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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Text used** | **Writing outcome** |
| **Sp1** | POR 1 – responding to illustration – language | POR 1 Synonyms and antonyms focus with language | POR 2 Comparative conjuntions focus | POR 3 – model text Non-chron butterflies | POR 6 -responding to text and illustrations | Moth by Isabel Thomas and Daniel Egnéus | Non-chronological report on moths |
| **Sp2** | POR 7+8 – researching moths – question marks recap | POR 9 finding answers and making notes | Boxing up non-chron and tadpoling | POR 10 – vocabulary focus – tier 3 | Shared writing – innovation of paragraph around camouflage for moth |
| **Sp3** | POR 20 – non-chron features | POR 21 organising info and planning | POR 22 POR 23 – write own moth non-chron (hot task) | POR 24 write own moth non-chron (hot task) | Edit, improve and perform / share |
| **Sp4** | POR 12 hypothesis Expanded noun phrases | POR 13 drama expression | POR 17 responding to text | POR 19 whole story – boxing up model text of book | Tadpoling – focus Possessive apostrophe | Evolution story |
| **Sp5** | Shared writing – innovation of story opening build up | Shared writing – innovation of story problem resolution ending | POR 16 own plan for evolution story of butterfly | POR 17 own writing opening build up and problem (hot task) | Shared writing model resolution, ending and editing (hot task) |
| **Sp6** | Learn model text Haiku on butterflies syllable focus | Language exploration – recap word classes | Shared write innovation for haiku poem on different animals | Write own haiku on moths – different types (hot task) | Edit, improve, perform | Poems about different moths – animals Haiku |
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| **Sp7** | POR 1 responding | POR 2 acting out | POR 3+4 mapping story so far – similes focus | POR 7 diary as character - Recap word classes add determiner | Read whole story – then learn model text of story with actions | The Iron Man  By Ted Hughes | The Iron Giant story to be told – problem resolution story |
| **Sp8** | Retelling of story and Box up story | Tadpoling – focus specific adjectives | SBW focus - Cohesion of text through pronouns shared writing and practice | SBW focus - expanded noun phrases and adverbials | Shared writing – innovation of plan, opening, build up |
| **Sp9** | Shared writing – innovation of problem, resolution and ending | Independent plan journey story –drama and oral rehearsal of story | Independent opening and build up (Hot task) | Independent problem resolution ending (hot task) | Edit, improve, perform |
| **Sp10** | POR 8 – introduce discussion text model | POR 9 (discussion text not letter) boxing up | Contrasting conjunctions focus during tadpoling | Key phrases focus – on the one hand / on the other hand / some people believe… | Shared writing – innovation opening and reasons for | Discussion text – what should the farmers do about the iron man? |
| **Sp11** | Shared writing – innovation reasons against and closing | organising info and planning own discussion text | write own discussion text – opening and reasons for (hot task) | write own discussion text reasons against and closing hot task) | Edit, improve and perform / share |
| **Sp12** | POR 5 – focus on dialogue between characters | Model text to have poem with focus on Question marks | Shared writing – innovate poem for a different section of story | Write own question and answer poem from different section of story (hot task) | Edit, improve, perform | Questions and answers poems – conversation between Hogarth and the Iron Man |
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| **Su1** | POR 1 – comprehension not 2 persuasive writing element | POR 3 - learn and perform model poem | Shared writing Commas in lists innovate model poem for difference place | Write own list poem from picture drawn themselves to show their special place (hot task) | Edit, improve, perform | The Secret Sky Garden by  Linda Sarah and Fiona Lumbers | List poem |
| **Su2** | POR 4 – role on the wall comprehension | POR 5 inference – begin to look at verb and adverb choice | Shared writing focus Verbs and adverbs selected for effect | POR 6 Shared writing – focus Proper nouns and pronouns | POR 7 character development focus | Personal friendship story |
| **Su3** | POR 8 writing in role character development | POR 9 characters similarities and difference chart | POR 10 – whole story reflection  Introduce model text of story in 5 parts 250 words | Tadpoling focus - Noun and adverbial phrases | POR 18 – shared writing boxing up and innovating model text opening and build up |
| **Su4** | Shared writing – innovate model story problem resolution and ending | POR 19 children plan own story | POR 20 children write own story opening and build up | POR 21 children write own problem, resolution and ending | Edit, improve and perform / share |
| **Su5** | Model text of instructions – share and learn – box up | Tadpole – focus Imperative verbs | Comprehension – compare with another set – which are effective and why? | Shared writing – innovate model text instructions for another set of instructions | Continue from previous lesson – focus on compound words used | Instructions how to set up a wildlife garden |
| **Su6** | Make own wildlife garden – in shoe box or in school or community – pictures – key words label | Plan own instructions from previous lesson | Write own instructions (hot task) | Write own instructions (hot task) | Edit, improve, perform |
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| **Su7** | POR 1 performing | POR 2 focus alliteration and onomatopoeia | POR 3 comprehension | POR 4 shared writing planning new food poem | POR 5 partner writing of food poem | The Puffin Book of Fantastic First Poems, edited by June Crebbin  Planning for poetry in 3 parts – only using parts 1 and 2 | Food poem  Days out poem – a busy day and sea focus |
| **Su8** | POR 1 pt 2 focus prepositions | POR 1 pt 2 continue lesson with performance focus | POR 3 pt. 2 ideas generation in groups | POR 3 pt 2 continue with independent writing of poem about busy day | POR 4 pt 2 comprehension and response |
| **Su9** | POR 4 pt 2 continue with poems from the sea examples | POR 5 pt 2 generating ideas – expanded noun phrases | POR 5 dance response to descriptive phrases | Write own sea based poem (hot task) | Edit, improve, perform |
| **Su10** | Model an opening to a story with a focus on setting a scene | Tadpoling - word classes – expanded noun phrases / prepositions - onomatopoeia | Give pictures of different settings for groups to brainstorm descriptive phrases | Shared writing – innovate a description from model | Independent writing of a setting to open a story | Setting description linked to days out poem |
| **Su11** | Model text of biography to learn based on poet – response – listen to poems from poet | Box up and tadpole – chronology / time conjunctions / expanded noun phrases | Comprehension – retrieval questions based on model text and authors life – what else would they want to know? | Shared writing – innovate model text – watch videos of a different poet’s life and model making notes – then ordering them | Shared writing – innovate first two paragraphs of model text biography using notes from previous lesson | Poet biography – Michael Rosen |
| **Su12** | Shared writing – innovate last 2 paragraphs of model text biography with info from notes | Research chosen poet – asking key questions and putting into chronological order - plans | write own biography – 1st 2 paragraphs (hot task) | write own biograph – next two paragraphs (hot task) | Edit, improve and perform / share |
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