

English Long Term Overview: Year 2												
Year: 2 2026-2027	Autumn 1 Unit 1	Autumn 1 Unit 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Text type	Narrative: Fantasy Story	Non-fiction: Instruction Text	Narrative: Journey Story	Non-fiction: Information Report	Narrative: Defeating the Monster Story	Non-fiction: Persuasive Text / Leaflet	Narrative: Warning Story	Poetry: Imaginative Poetry & Performance	Narrative: Journey / Cumulative Tale	Non-fiction: Explanation Text	Narrative: Portal Story	Non-fiction: Diary Recount
Purpose: Entertain Inform Persuade	To entertain through a fantasy story with a clear opening, sequence and ending	To instruct the reader clearly and in the correct sequence	To entertain through a sequenced journey story, developing character and action	To inform the reader about a mythical creature	To entertain through a defeating-the-monster story, using description to develop characters and events	To persuade the reader to visit a place	To entertain through a warning story in which a character encounters or ignores danger	To appreciate, create and perform imaginative poetry for an audience	To entertain through a repetitive, cumulative journey story	To explain clearly how something happens or grows	To entertain through a portal story that builds excitement and suspense	To recount and reflect on a real personal or shared experience
Audience	Classmates, teachers and readers of the class story collection	Other pupils / mythical-creature hunters	Classmates, teachers and readers of the class story collection	Readers of The Werewolf Hunters Guide and other pupils	Classmates, teachers and readers of the class story collection	Potential visitors / tourists	Classmates, teachers and readers of the class story collection	Classmates, teachers and a performance audience	Classmates, teachers and readers of the class story collection	Other pupils and readers wanting to find out how something grows	Classmates, teachers and readers of the class story collection	The writer, classmates and teachers
Model Text	Jack and the Beanstalk	How to Trap a Stone Giant	Peter and the Wolf	The Hullbridge Werewolf	The Snow Queen	Visit Beautiful Brazil!	Little Red Riding Hood	The Magic Box by Kit Wright, supported by Wide Open and If You Could See Laughter	The Papaya That Spoke	How a Flower Grows	Kassim and the Greedy Dragon	The Day We Explored Hullbridge
National Curriculum: Composition Objectives	• develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • read aloud what they have written with appropriate intonation to make the meaning clear	• develop positive attitudes towards and stamina for writing by writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear	• develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • read aloud what they have written with appropriate intonation to make the meaning clear	• develop positive attitudes towards and stamina for writing by writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that 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down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear	
National Curriculum – Vocabulary, Grammar & Punctuation	• (Y1 - revisit) Joining words and joining clauses using and. • (Y1/Y2 - secure) Use of capital letters, full stops, question marks	• (Y1/Y2 - secure) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	• (Y1/Y2 - secure) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	• (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y1/Y2 - secure) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	• (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y1/Y2 - secure) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	• (Y2 - revisit/apply) Correct choice and consistent use of present tense and past tense throughout writing, with a	• (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y2 - revisit/apply) Correct choice and consistent use of present tense and past tense throughout writing.

Objectives	and exclamation marks to demarcate sentences. • (Y2) Co-ordination (using or, and, but). • (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2 - first-teach focus: statement) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • (Y2 terminology for pupils) noun; noun phrase; statement; adjective.	• (Y2 - revisit) Co-ordination (using or, and, but). • (Y2 - revisit) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2 - first-teach focus: command) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • (Y2) Commas to separate items in a list. • (Y2 terminology for pupils) command; verb; comma.	• (Y2 - revisit) Co-ordination (using or, and, but). • (Y2 - revisit) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2) Subordination (using when, if, that, because). • (Y2) Correct choice and consistent use of present tense and past tense throughout writing. • (Y2 terminology for pupils) tense (past, present). Revisit verb.	flour, the man in the moon]. • (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Correct choice and consistent use of present tense. • (Y2 - revisit) Commas to separate items in a list. • (Y2) Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]. • (Y2 terminology for pupils) compound; suffix. Revisit noun.	• (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Correct choice and consistent use of present tense and past tense throughout writing, with a focus on past tense. • (Y2 - revisit) Commas to separate items in a list. • (Y2 - first-teach focus: question and exclamation) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • (Y2 - first-teach focus: -er / -est) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. • (Y2 terminology for pupils) question; exclamation. Revisit adjective; suffix.	flour, the man in the moon]. • (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Correct choice and consistent use of present tense and past tense throughout writing, with a focus on past tense. • (Y2 - revisit) Commas to separate items in a list. • (Y2 - first-teach focus: -ly) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. • (Y2) Use of the progressive form of verbs in the present and past actions in progress [for example, she is drumming, he was shouting]. • (Y2 terminology for pupils) adverb. Revisit verb; tense; suffix.	flour, the man in the moon]. • (Y2 - revisit/apply) Use of adjectives and adverbs to make deliberate vocabulary choices. • Oak poetry content / application (not a new statutory Y2 VGP objective): explore imaginative language, repetition, pattern and descriptive vocabulary; consider poetic structure when creating an original imaginative poem. • Apply familiar sentence punctuation where appropriate to the grammatical structure of the poem.	• (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Correct choice and consistent use of present tense and past tense throughout writing, with a focus on past tense. • (Y2 - revisit/apply) Use of -ly in Standard English to turn adjectives into adverbs. • (Y2 - first-teach focus: contractions) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. • (Y2 terminology for pupils) apostrophe.	focus on present tense. • (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2 - revisit/apply) Apostrophes to mark where letters are missing in spelling. • (Y2 - revisit/apply) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use some features of written Standard English.	flour, the man in the moon]. • (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Correct choice and consistent use of present tense and past tense throughout writing, with a focus on past tense. • (Y2 - revisit/apply) Apostrophes to mark where letters are missing in spelling. • (Y2 - first-teach focus: singular possession) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. • (Y2 - revisit) Commas to separate items in a list.	• (Y2 - revisit/apply) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. • (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2 - revisit/apply) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. • (Y1/Y2 - secure) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Diary application (not a new statutory Y2 VGP objective): write in the first person using I / we / my / our; use sequencing words and phrases to order events. • Use some features of written Standard English.
Spoken language	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • speak audibly and fluently with an increasing command of Standard English	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • maintain well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates	• listen and respond appropriately to adults and their peers • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • gain, maintain and monitor the interest of the listener(s)	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s)	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates	• listen and respond appropriately to adults and their peers • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates • speak audibly and fluently with an increasing command of Standard English	• listen and respond appropriately to adults and their peers • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • speak audibly and fluently with an increasing command of Standard English

						- consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication			performances, role play, improvisations and debates		an increasing command of Standard English	
Published Outcomes	Selected stories are illustrated and collected into Year 2's Giant Tales , a class storybook kept in the reading corner for children to revisit and enjoy.	Children turn their instructions into pages for The Riverside Junior Mythical Creature Hunters' Handbook , combining traps, warnings and illustrations into one class guide.	Peter and the Wolf: Journey Story 🐾 Published / Shared Outcome: Finished stories are presented as Year 2's Wild Journeys , with children designing an illustrated cover or story-opening page for their completed tale. Selected extracts can be read aloud and enjoyed within the class.	The Hullbridge Werewolf: Information Report 🐾 Published / Shared Outcome: Children submit their completed creature reports through the Werewolf Hunters' Dispatch Box (post box!) . The reports are then brought together as The Werewolf Hunters Guide: Riverside Edition , a mysterious field guide kept in the class reading area.	The Snow Queen: Defeating the Monster Story ❄️ Published / Shared Outcome: Children create dramatic illustrated covers for their stories and display them as Heroes, Monsters & Frozen Kingdoms , a classroom gallery of defeating-the-monster tales.	Visit Beautiful Brazil!: Persuasive Writing 🇧🇷 Published / Shared Outcome: Children create finished travel leaflets and take part in a Year 2 Brazil Travel Fair , setting up mini travel stands and using their writing to persuade another class to choose Brazil as a destination.	Little Red Riding Hood: Warning Story ⚠️ Published / Shared Outcome: Children's stories become part of Fairy-Tale Warnings: Enter the Woods at Your Own Risk! Selected pieces are displayed as warning notices and story pages	The Magic Box: Imaginative Poetry ✨ Published / Shared Outcome: Children create their own imaginative poems and take part in a Magic Box Poetry Showcase , performing selected poems aloud. This can be shared within Year 2 or with another audience where practical.	The Papaya That Spoke : Cumulative Journey Story 🍌 Published / Shared Outcome: Children produce a neat final copy of their story and take part in a simple Year 2 Storytelling Circle , reading or retelling their cumulative tales aloud to classmates. Selected stories can then be placed in the reading area for others to enjoy.	How a Flower Grows: Explanation Text 🌻 Published / Shared Outcome: Children turn their finished explanations into an illustrated Year 2 Little Growers' Guide: How a Flower Grows to take home and share with their families, using their writing to explain the process to someone at home.	Kassim and the Greedy Dragon: Portal Story 🐉 Published / Shared Outcome: Create Doors to Dragon Worlds . Each child designs and illustrates the portal into their imagined world, with their finished story displayed behind or alongside it to create an immersive classroom story gallery.	Unit 2 – The Day We Explored Hullbridge: Diary Recount 📖 Published / Shared Outcome: Children combine their diary recounts with photographs or drawings from the shared experience to create Our Hullbridge Adventure Journal , a class scrapbook documenting their Year 2 adventure.
Phonics KS1 Only	Phonics - Apply Phase 3, 4 and 5 grapheme-phoneme correspondences (GPCs) when segmenting words for spelling. - Identify and spell common exception words in line with phonics progression. - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Ongoing Phonics Support - targeted phonics teaching and intervention for pupils with identified gaps - continue to apply phonic knowledge and skills when decoding unfamiliar words until reading is fluent and automatic											
Spelling	Ongoing Statutory Spelling Expectations - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known - learning to spell common exception words - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far											
	Autumn 1 Objective: Soft Consonants & Silent	Objective: Silent Letters & Word Endings Step 7: Silent 'wr' /r/ sound — <i>write</i> ,		Objective: Suffixes & 'y' Spelling Rules Step 13: 'y' making /igh/ sound — <i>cry, fly</i> ,		Objective: Suffixes & Vowel Alterations Step 19: Suffixes '-er', '-est', '-ed' added to		Objective: Suffixes & Alternate Sound-Spellings		Objective: Homophones, Apostrophes & Suffixes		

Reading	Ongoing – Word Reading and Fluency Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately words of two or more syllables containing graphemes taught so far. Read words containing common suffixes and further common exception words. Read most frequently encountered words quickly and accurately without overt sounding and blending. Read aloud books closely matched to improving phonic knowledge and re-read these books to build fluency and confidence.					
	Autumn 1 – Jack and the Beanstalk Talk for Reading focus Retell and sequence a familiar traditional tale. Recognise recurring story language and features. Infer what characters might be thinking or feeling. Predict what might happen next. National Curriculum objectives • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far	Autumn 2 – The Building Boy / Beegu Talk for Reading focus Explore characters' actions, feelings and relationships. Make inferences from what is said and done. Predict developments using clues from the text. Clarify unfamiliar vocabulary and explain understanding. National Curriculum objectives • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Spring 1 – The Lion Inside / Overheard on a Saltmarsh Talk for Reading focus Explore interesting vocabulary, favourite words and phrases. Recognise recurring literary language. Infer characters' feelings and motivations. Read, rehearse and recite poetry with expression. National Curriculum objectives • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • making inferences on the basis of what is being said and done	Spring 2 – Dear Greenpeace / Meerkat Mail Talk for Reading focus Explore texts organised and presented in different ways. Ask and answer questions to deepen understanding. Sequence information and events. Clarify vocabulary and discuss how information is communicated. National Curriculum objectives • discussing the sequence of events in books and how items of information are related • being introduced to non-fiction books that are structured in different ways • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • answering and asking questions • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Summer 1 – Grandad's Island Talk for Reading focus Sequence and summarise key events orally. Infer characters' feelings from their actions and dialogue. Predict what might happen from what has already been read. Discuss favourite words and phrases and explain understanding. National Curriculum objectives • discussing the sequence of events in books and how items of information are related • discussing their favourite words and phrases • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Summer 2 – Somebody Swallowed Stanley / The Big Book of Blue Talk for Reading focus Explore patterned and recurring language. Clarify and discuss vocabulary and favourite phrases. Sequence key events and retell texts orally. Infer and predict with increasing independence. Discuss and explain responses to texts. National Curriculum objectives • discussing the sequence of events in books and how items of information are related • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • making inferences on the basis of what is being said and done • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say