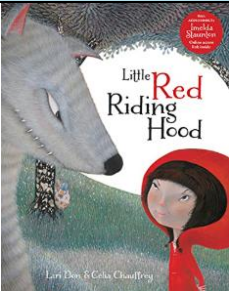
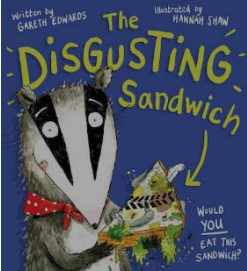


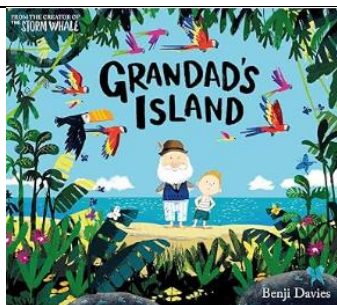
Year 2 – Literacy Overview 2025-2026

	Intent Audience Purpose	Implementation Site of Application Skills in blue demonstrate opportunities for overlearning and retrieval of previously taught learning.	Impact The children will:	Key Text/ Stimulus Poetry Resources	Rockets Phonics Progression
Autumn 1 – The Titanic (6 weeks)	To understand how to structure a simple sentence. To write sentences containing an expanded noun phrase. To become confident in spelling CEW To convey fear and warn. To warn people about an escaped wolf	 Warning Poster – Using descriptive and emotive writing to warn others. To recap prior learning of punctuation, sentence structure and CEW spelling from Y1. To build understanding of nouns, verbs and adjectives and be able to explain their meaning. To segment words into phonemes and to begin to apply alternative graphemes to spelling. To secure understanding of the conjunction and to join two ideas and to use subordination clause because to explain an idea. To begin using Y2 CEW with some confidence in writing. To use commas in a list with some accuracy when writing expanded noun phrases. To have opportunities to write dictated sentences to build ideas using tier vocabulary, correct tenses and CEW To understand and use appropriate topic vocabulary in discussions and writing. To understand and use pronouns in writing. To begin to plan what they want to write and understand how to edit and publish their work.	Use grammar taught so far in their writing. Use commas to distinguish a list. Use conjunctions and subordinate clauses to add quality to their sentences. Use some adventurous language and understand it's meaning.	Little Red Riding Hood by Lari Don Different variations of Little Red Riding Hood Factual books from SLS the Titanic Word mats Widget to support sentence structure and to reduce cognitive load. Visual prompts Tier vocabulary Substitution mats	Week 1 Teaching focus /ai/ as ai, ay, a-e, a, eigh, ei, ea, ey handwriting: the 'c' letters c, a, d, s, g, o Week 2 Teaching focus /ee/ as ee, e-e, ie, y, ea, ey, e handwriting: the 'c' letters qu, f the tall ascenders l, t, h Week 3 Teaching focus /igh/ as igh, l, i-e, ie, y grapheme handwriting: the tall ascenders b, k the half-height, down r, n, m Week 4 Teaching focus /oa/ as oa, o-e, ow, oe, o handwriting: the half-height, down p, i, j the half-height, bowl u, y Week 5 Teaching focus: homophones and near homophones. handwriting: the half-height, bowl v, w the odd ones x, z, e Week 6 Teaching focus: Suffixes - adding -s and -es to make plurals, adding -ing, -ed, -er to verbs with no changes to root words suffixes, adding -er and -est to adjectives with no changes to root words. handwriting: leading to washing line join o, r, re, v, w, x Week 7 (Book 8) Teaching focus; /w/ as w, wh, /f/ as ff, ph handwriting: the 'c' letters c, a, d, s, g, o

		To begin to use year 2 writing terminology and vocabulary with growing confidence.			
Autumn 2 – The Lady and the Lamp (	To understand how to structure a simple sentence. To write sentences containing an expanded noun phrase. To become confident in spelling CEW To write descriptively to share an image.	 Narrative – to write descriptively about a disgusting Sandwich To continue to apply alternative graphemes to spelling. To understand and apply the possessive apostrophe in writing. To secure understanding of the conjunction and to join two ideas and to use subordination clause because to explain an idea. To use commas in a list with some accuracy when writing expanded noun phrases. To understand the difference between narrative and facts. To understand and use appropriate topic vocabulary in discussions and writing. To grow in confidence to spell many CEW To have opportunities to write dictated sentences to build ideas using tier vocabulary, correct tenses and CEW	Verbalise a range of questions and write these using the correct punctuation. Further develop their understanding of language, punctuation and spelling. Use adventurous language with growing confidence. Accurately retell a narrative	The Disgusting Sandwich Advent and Hanukah Little People Big Dreams Florence Nightingale Word mats to support writing. Widget to support sentence structure and to reduce cognitive load. Visual prompts Tier vocabulary Substitution mats	Week 8 Teaching focus; long /oo/ as oo, u-e, ou, ue, ew handwriting: the 'c' letters qu, f the tall ascenders l, t, h Week 9 Teaching focus; /y+oo/ as u, u-e, ue, ew. handwriting: the tall ascenders b, k the half-height, down r, n, m Week 10 Teaching focus Short /oo/ as oo, oul /ar/ as ar, a, al handwriting: the half-height, down p, i, j the half-height, bowl u, y Week 11 Teaching focus possessive apostrophes. handwriting: the half-height, bowl v, w the odd ones x, z, e Week 12 Teaching focus Suffixes adding -es to verbs ending in y. handwriting: leading to washing line join o, r, re, v, w, x

To write a recount of Syd's journey to Grandad's Island

To understand how to edit and improve their work with growing independence.



Narrative - To write a scene setting using descriptive language

To continue to apply alternative graphemes to spelling.

To understand and use suffixes with the correct spelling to words ending in y and e.

To revisit homophones and near homophones

To continue to use taught punctuation and grammar from the previous term.

Opportunities to discuss tier vocabulary and apply this in writing.

To understand and use pronouns in writing.

To understand and use the suffix -ed and irregular verbs in diary writing.

To use a range of vocabulary to write a descriptive setting from the text.

To understand and add suffixes to words ending in y and e.

To have opportunities to write dictated sentences to build ideas using tier vocabulary, correct tenses and CEW

To see examples of WAGOL to see models of adventurous language to build settings and diary entries.

To edit work with some support and to understand how to improve published pieces.

Use adventurous language in their writing.

Grow in confidence in using correcting tenses in their writing.

Use correct pronouns in their writing.

Begin to edit their work with some support.

Grandpa's Journey

Books about Brazil

History topic box to stimulate discussion.

Word mats (nouns to inform writing of local area)

Widget to support sentence structure and to reduce cognitive load.

Visual prompts

Tier vocabulary

Substitution mats

Week 13 (Book 9)

Teaching focus
/or/ as or, au, aw, al. ar, a

handwriting: the 'c' letters c, a, d, s, g, o

Week 14

Teaching focus
/or/ as our, ore, oor, augh

handwriting: the 'c' letters qu, f the tall ascenders l, t, h

Week 15

Teaching focus
/ur/ as ur, ir, ear, or

handwriting: the tall ascenders b, k the half-height, down r, n, m

Week 16

Teaching focus
/ou/ as ou, ow.
/oi/ as oi, oy

handwriting: the half-height, down p, i, j the half-height, bowl u, y

Week 17

Teaching focus
Contractions
handwriting: the half-height, bowl v, w the odd ones x, z, e

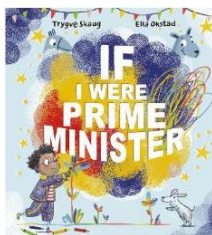
Week 18

Teaching focus
Suffixes adding -er, -est, -ing, -ed to a root word ending in -y

handwriting: leading to washing line join o, r, re, v, w, x

To persuade HT about changes the children would want to implement in school.

To understand how to edit and improve their work with growing independence.



Persuasive writing – Children to write to the HT explaining what they would do if they were HT.

To continue to apply alternative graphemes to spelling.

To understand and use suffixes with the correct spelling to words ending in y and e.

To revisit homophones and near homophones

To continue to use taught punctuation and grammar from the previous term.

Opportunities to discuss tier vocabulary and apply this in writing.

To have opportunities to write dictated sentences to build ideas using tier vocabulary, correct tenses and CEW

To see examples of WAGOL to see models of persuasive writing.

To edit work with some support and to understand how to improve published pieces.

To revisit the role of nouns, verbs and adjectives in writing.

To learn about the conjunctions if and when and apply these in writing.

Use if and when in a sentence.

Grow in confidence in understanding English vocabulary to talk about their work.

Begin to edit their work with some support.

If I were Prime Minister

Word mats

Widget to support sentence structure and to reduce cognitive load.

Visual prompts

Tier vocabulary

Substitution mats

Week 19 (Book 10)

Teaching focus
/eer/ as ear, eer, ere

handwriting: the 'c' letters c, a, d, s, g, o

Week 20

Teaching focus
/air/ as air, are, ear, ere

handwriting: the 'c' letters qu, f the tall ascenders l, t, h

Week 21

Teaching focus
/s/ as s, ss, c(e, i, y), se, ce, sc, st

handwriting: the tall ascenders b, k the half-height, down r, n, m

Week 22

Teaching focus
/j/ as j, g (e, i, y), dge, ge

handwriting: the half-height, down p, i, j the half-height, bowl u, y

Week 23

Teaching focus
Near homophones, homophones.

handwriting: the half-height, bowl v, w the odd ones x, z, e

Week 24

Teaching focus
Suffixes adding -ing, -ed, -er, -est, y to words ending with -e with a consonant before it.

handwriting: leading to washing line join o, r, re, v, w, x

Summer 1 Crowns and Castles	To retell a story and a change a character or setting. To use a range of sentence starters, expanded noun phrases and build on taught grammar to retell a story. To help the knight let others know what the dragon looked like . To inform others.	 Narrative – To retell the story of Here be Dragons adapting the characters to make a new story. To continue to apply alternative graphemes to spelling. To understand and use suffixes with the correct spelling to words ending in y and e. To revisit and apply learning on possessive apostrophes. To continue to use taught punctuation and grammar from the previous term. To revisit prior learning of tenses, irregular verbs and -ed suffix to write a recount. To understand and use pronouns in writing. Opportunities to discuss tier vocabulary and apply this in writing. To understand and add suffixes to words ending in y and e in my writing. To have opportunities to write dictated sentences to build ideas using tier vocabulary, correct tenses and CEW To plan using the narrative approach to change a character or setting of the story. To edit work with some support and to understand how to improve published pieces.	Write for purpose in a purposeful and adventurous way. Be excited to share their ideas before writing. Edit and correct their work with growing independence.	Here be Dragons Susannah Lloyd Little People Big Dreams; Queen Elizabeth II and King Charles George and the Dragon History topic box to stimulate discussion. Word mats (nouns to inform writing of local area) Widget to support sentence structure and to reduce cognitive load. Visual prompts Tier vocabulary Substitution mats	Week 25 (Book 11) Teaching focus /t/ as t, tt, ed. /d/ as d, dd, ed. handwriting: the 'c' letters c, a, d, s, g, o Week 26 Teaching focus /n/ as n, nn, kn, gn. /m/ as m, mm, mb handwriting: the 'c' letters qu, f the tall ascenders l, t, h Week 27 Teaching focus /k/ as c, k ck, ch /r/ as r, rr , wr handwriting: the tall ascenders b, k the half-height, down r, n, m Week 28 Teaching focus // as l, ll. /ul/ as le, il, al, el handwriting: the half-height, down p, i, j the half-height, bowl u, y Week 29 Teaching focus Possessive apostrophes. Suffixes adding -ing, -ed to words ending in one syllable ending in a single consonant letter after a single vowel sound handwriting: the half-height, bowl v, w the odd ones x, z, e Week 30 Teaching focus suffixes adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter. Suffixes review handwriting: leading to washing line join o, r, re, v, w, x
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People who work in different careers

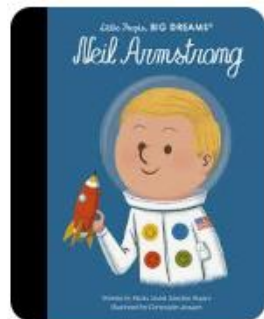
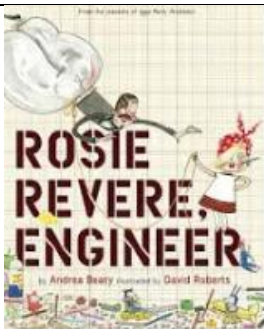
Year 3 teachers
To have opportunities to practise and apply skills learnt in Year 2

To present facts about themselves in an informative, engaging way to present to their year 3 teachers.

To research and explain what career path they might want to follow when they grow up.

To let their new year 3 teachers about themselves.

To inform others.



Information – To write a fact file telling their next teacher all about themselves.

Explanation – To explain what they would like to do when they grow up and why.

To continue to apply alternative graphemes to spelling.

To understand and use suffixes ful, less and ly with the correct spelling to words ending in y and e.

To revisit and apply learning on contracted words

Opportunities to discuss tier vocabulary and apply this in writing.

To have opportunities to write dictated sentences to build ideas using tier vocabulary, correct tenses and CEW

To edit work with some support and to understand how to improve published pieces.

To build on learning from KS1 to write an explanation using when, if and or subordinate clauses.

To look at different ways to present information about themselves looking at subheadings, titles and layouts.

Write for purpose in a purposeful and adventurous way.

Improve and edit their work with increasing independence.

Be secure writers ready for KS2

Key Texts – Little People Big Dreams

Rosie Revere Engineer books by Andrea Beaty

Word mats (nouns to inform writing of local area)

Widget to support sentence structure and to reduce cognitive load.

Visual prompts

Tier vocabulary

Substitution mats

Careers fair to stimulate discussion

Week 31 (Book 12)

Teaching focus
/i/ as i, y. /o/ as o, (w)a, (qu)a

handwriting: the 'c' letters c, a, d, s, g, o

Week 32

Teaching focus
/e/ as e, ea. /zh/ as s, si, ge

handwriting: the 'c' letters qu, f the tall ascenders l, t, h

Week 33

Teaching focus
/ch/ as ch, tch.
/ch+u/ as ture

handwriting: the tall ascenders b, k the half-height, down r, n, m

Week 34

Teaching focus
/sh/ sh, ch, ti, ci, ssi

handwriting: the half-height, down p, i, j the half-height, bowl u, y

Week 35

Teaching focus
contractions
suffixes -ment, -ness

handwriting: the half-height, bowl v, w the odd ones x, z, e

Week 36

suffixes -ful, -less, -ly
suffixes review

handwriting: leading to washing line join o, r, re, v, w, x

Mental Wellbeing	Through the exploration of key texts and reading across the wider curriculum, children will be exposed to a range of characters, experiences, behaviours and emotions. As a result of high-quality discussions accessed through the reading curriculum children will: • Know mental wellbeing is a normal part of daily life, in the same way as physical health. • Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
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Tier vocabulary used throughout Children to be encouraged to ask the meaning of words and to add these to word walls in classrooms. These words are to be referred back to and modelled by the teacher when speaking and writing. When children are familiar with the meanings and understand, words to be taken down with children. Tier vocabulary words to be fluid and always changing.	Opportunities for speaking and composing of sentences. Teachers to model counting of words in sentences and encouraging children to repeat this back prior to writing.	Spelling Y1 and Y2 Children to be encouraged to think of best fit when it comes to their spelling. Which phoneme can they hear when they say the word and to have a go before writing. Class teachers to model using sound buttons and to ask the children which grapheme they think is the best one to use.
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