

Year 2 English Curriculum Overview 2026 - 27

We have reviewed our English curriculum in line with the National Curriculum, Ofsted English Research and Review document and the DFE Writing Framework. This is also linked to the St Ann's Oracy Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Bear under the stairs Troll Swap	The Owl who was Afraid of the Dark	Lizzie and the cloud If all the world were...	Bear and the piano	Wild The Last Wolf	Grandad's Secret Giant Dear Earth
Writing Outcome	Letter Instructions Story with Character Focus	Character Description (owl/ladybird) Non-Chronological Report (owls) Poetry linked to fireworks (Bonfire Night)	Letter Diary (real events) Adventure Story	Character Description Instructions Diary	Setting Description Narrative (fictional) Non-Chronological Report (wolves)	Diary Letter (real events) Setting Description
Writing – Transcription – Spelling	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn to spell common exception words Learn to spell more words with contracted forms Write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn to spell common exception words Learn to spell more words with contracted forms Add suffixes to longer words including –ment, -ness, -ful, -less, -ly Write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Learn to spell common exception words Distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular) Add suffixes to longer words including –ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in English Appendix 1	Learn to spell common exception words Distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular) Add suffixes to longer words including –ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in English Appendix 1

		Write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far			Write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Transcription - Handwriting	Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined.	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined.
Writing – Composition	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 Evaluate writing with teacher and other pupils	Writing poetry 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,	Writing narratives about personal experiences and those of others (real and fictional) Writing about real events 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	Writing narratives about personal experiences and those of others (real and fictional) 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 Evaluate writing with teacher and other pupils	Writing narratives about personal experiences and those of others (real and fictional) 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	Writing about real events 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 Evaluate writing with teacher and other pupils

	Re-reading to check their writing makes sense Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear	sentence by sentence Evaluate writing with teacher and other pupils Re-reading to check their writing makes sense Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear	Encapsulating what they want to say, sentence by sentence Evaluate writing with teacher and other pupils Re-reading to check their writing makes sense Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear	Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and continuously, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear	Encapsulating what they want to say, sentence by sentence Evaluate writing with teacher and other pupils Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and continuously, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear	Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and continuously, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear
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Writing – vocabulary, grammar and punctuation	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks and question marks	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists and apostrophes for the	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists and apostrophes for the contracted form	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists, apostrophes for the contracted form and the possessive (singular)	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists, apostrophes for the contracted form and the possessive (singular)
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	Sentences with different forms: statement, question, exclamation, command Co-ordination (using or, and, or but) Subordination (using when, if, that, or because)	Sentences with different forms: statement, question, exclamation, command Co-ordination (using or, and, or but) Subordination (using when, if, that, or because)	contracted form The present and past tenses correctly and consistently including the progressive form Co-ordination (using or, and, or but) Subordination (using when, if, that, or because)	Expanded noun phrases to describe and specify The present and past tenses correctly and consistently including the progressive form Co-ordination (using or, and, or but) Subordination (using when, if, that, or because)	The present and past tenses correctly and consistently including the progressive form Co-ordination (using or, and, or but) Subordination (using when, if, that, or because)	Expanded noun phrases to describe and specify The present and past tenses correctly and consistently including the progressive form Co-ordination (using or, and, or but) Subordination (using when, if, that, or because)
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Non- Negotiables	Embed Year 1 Non – Negotiables To use subordination (because)	To use commas in lists correctly To use subordination (when)	To use co-ordination (but) To proof-read to check for errors in spelling, grammar and punctuation (in a small adult guided group focussing on 1 element at a time)	To use apostrophes for the contracted form To use the present and past tenses correctly and consistently	To use subordination (if) To use conjunctions of time (after, before, finally)	To use expanded noun phrases to describe and specify To proof-read to check for errors in spelling, grammar and punctuation (in a whole class guided session focussing on 1 element at a time)
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