

English Curriculum Overview - Year 2 2025-2026

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	<p>Fiction: To entertain Twisted Tales</p> <p>Non-Fiction: To inform Instruction Writing</p>	<p>Fiction: To entertain Dragon stories</p> <p>Non-Fiction: To persuade Persuasive writing</p> <p>Poetry: Autumn/Bonfire poems</p>	<p>Fiction: To entertain African animals story writing</p> <p>Non-Fiction: To inform Non-Chronological Report (information leaflet)</p>	<p>Fiction: To entertain Historical fiction narrative (Great Fire of London link)</p> <p>Non-Fiction: To persuade Informal, persuasive letter writing</p> <p>Poetry: Minibeast poems</p>	<p>Fiction: To entertain Adventure stories</p> <p>Non-Fiction: To inform Non-Chronological Report (Fact file)</p>	<p>Fiction: To entertain Pirate stories</p> <p>Non-Fiction: To inform Non-Chronological Report (Webpage)</p> <p>Poetry: Sea Shanties</p>
Class Texts	<p>Jim and The Beanstalk</p> <p>Prince Cinders</p>	<p>Tell me a Dragon</p> <p>A first book of Nature</p>	<p>Meerkat Mail</p> <p>The Ugly Five</p>	<p>Vlad and the Great Fire of London</p> <p>The Day the Crayons Quit</p> <p>Mad About Minibeasts</p>	<p>Blown Away</p> <p>Dr Maggie's Grand Tour of the Solar System</p>	<p>The Troll</p> <p>Jurassic Coast</p> <p>Sea Shanties</p>

Autumn 1

Fiction: Twisted Tales

Stimulus: Jim and the Beanstalk

Purpose: To entertain

Audience: Children

Form: Narrative

Autumn 1

Non-Fiction: Instructional writing

Stimulus: Traditional tales – instructing people how to play traditional party games

Purpose: To inform

Audience: Children

Form: Instructions

Autumn 2

Fiction: Dragon stories

Stimulus: The Dragon Machine

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Instructions

Autumn 2

Non-Fiction: Persuasive writing – persuading someone to choose the right material for a product

Stimulus: Science (materials)

Purpose: To inform

Audience: People choosing material for a product

Form: Persuasive advert

Recap Writing Task:

Traditional Tales

Spring 1

Fiction: African animals story writing

Stimulus: The Ugly Five

Purpose: To entertain

Audience: Year 2 children

Form: Narrative

Recap Writing Task:

Persuasive writing

Spring 1

Non-Fiction: Non-Chronological Report

Stimulus: The Ugly Five/Meerkat Mail

Purpose: To inform

Audience: People wanting to learn about African animals

Form: Information Leaflet

Recap Writing Task:

Dragon stories

Spring 2

Fiction: Historical fiction (Great Fire of London)

Stimulus: Vlad and the Great Fire of London

Purpose: To entertain

Audience: Year 2 children

Form: Narrative

Recap Writing Task:

Non-Chron Report (leaflet)

Spring 2

Non-Fiction: Informal letter writing

Stimulus: The Day the Crayons Quit

Purpose: To inform

Audience: The crayons

Form: Informal letter

Recap Writing Task:

Animal stories

Summer 1

Fiction: Adventure stories

Stimulus: Blown Away

Purpose: To entertain

Audience: Year 2 children

Form: Narrative

Recap Writing Task:

Informal letters

Summer 1

Non-Fiction: Non-Chronological Report

Stimulus: Famous explorers (History)

Purpose: To inform

Audience: People interested in finding out about famous explorers

Form: Fact file

Recap Writing Task:

Historical fiction stories

Summer 2

Fiction: Pirate stories

Stimulus: The Troll

Purpose: To entertain

Audience: Year 2 children

Form: Narrative

Recap Writing Task:

Non-Chron Report (fact file)

Summer 2

Non-Fiction: Non-Chronological Report

Stimulus: Jurassic Coast (Geography topic)

Purpose: To inform

Audience: Ducklings

Form: Webpage

Recap Writing Task:

Adventure stories

Year 2 National Curriculum Objectives

Handwriting

- I can write lower-case letters that are all the same size in some of my writing.
- I can write lower-case letters that are all the same size in most of my writing.
- I can use the diagonal and horizontal strokes I need to join letters in some of my writing.
- I can use the diagonal and horizontal strokes I need to join letters.
- I know which letters, when they are next to one another, are best left unjoined.
- I can write capital letters and numbers the right way up, the correct size relative to each other and lower-case letters.
- I can use spacing between words that fits with the size of the letters.

Composition	<ul style="list-style-type: none"> • I can write sentences about things I have done and things that others have done. • I can write a long piece of text about a real event in one go. • I can write poetry. • I can write for different purposes, writing long and short pieces of work. • I can write for different purposes, using ideas and language from things I have read. • I can plan my writing by writing down my ideas or talking about them. • I can plan my writing by writing down ideas and/or key words and new vocabulary. • I can plan my writing by writing down my ideas or talking about them for each sentence. • I can change my writing and make corrections after I have spoken to a teacher or another child about it. • I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time. • I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words. • I can read my work aloud with confidence using the tone of my voice to make the meaning clear.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • I can make new words by adding -ness and -er at the end of a word. • I can make new words by putting two words together e.g. whiteboard, superman. • I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless. • I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly. • I can use these words in my writing: when, if, that, because, or, but. • I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon. • I can tell if a sentence is a question, command, exclamation or a statement. • I can use the correct tense in my writing. • I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting. • I can use capital letters and full stops to show where sentences start and end and sometimes use question marks. • I can use question marks and exclamation marks appropriately. • I can use commas when I am writing a list • I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat. • I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present) apostrophe, comma.
Spelling	<ul style="list-style-type: none"> • I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know. • I can learn new spellings by using words I already know how to spell. • I can spell many common exception words. • I can spell most common exception words. • I can spell some words which have been shortened. • I can spell words which use an apostrophe to show possession e.g. the girl's book. • I can spell words that sound the same but are spelt differently e.g. buy bye by. • I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words. • I can use simple spelling rules. • I can write the correct spellings and punctuation in simple sentences I hear my teacher say.

**Vocabulary,
Grammar and
Punctuation
(all years)**

- **Year 1**
Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.
- **Year 2**
Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.
- **Year 3**
Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').
- **Year 4**
Terminology for pupils: determiner pronoun, possessive pronoun adverbial.
- **Year 5**
Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity.
- **Year 6**
Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.