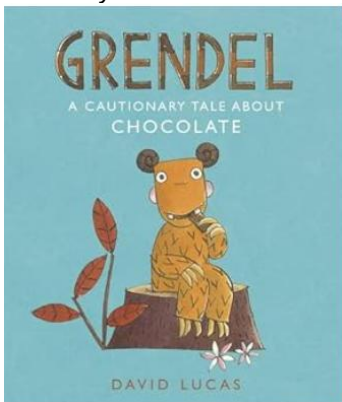
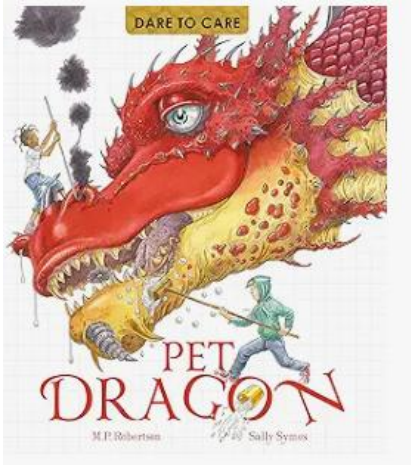
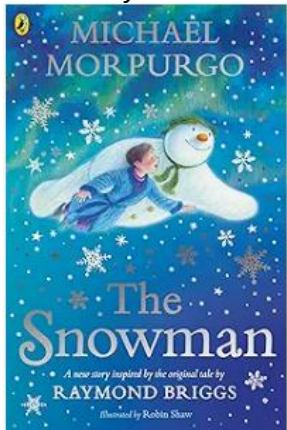
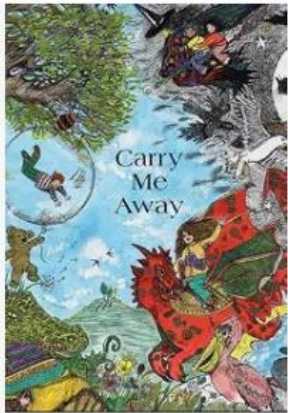
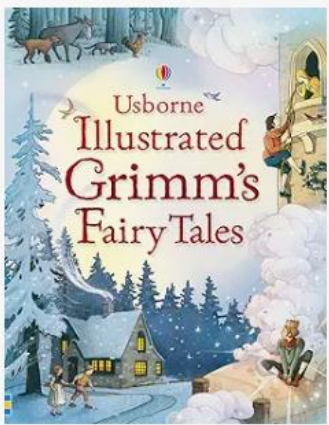
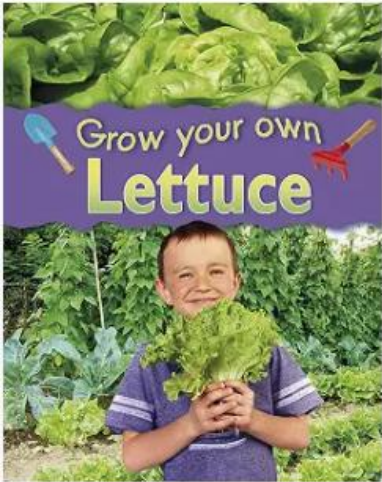
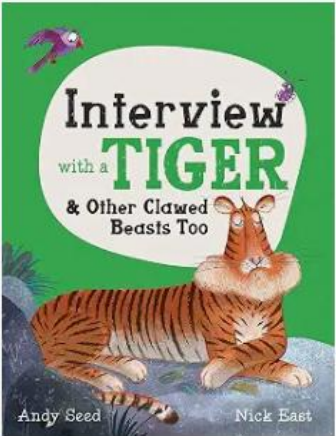
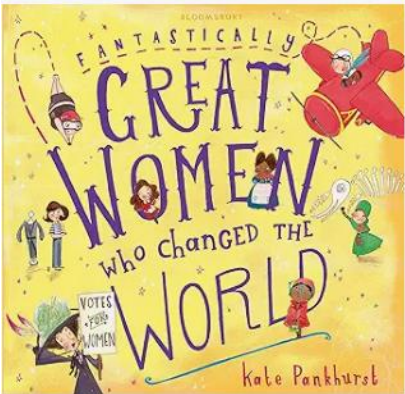
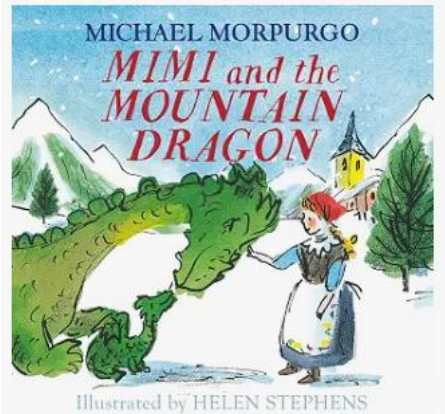


Year 2-3 English overview 2026-2027

Autumn Term

Core Text	Grendel: a cautionary tale about chocolate by David Lucas 	<i>Dare to care: Pet dragon by M Robertson</i> 	The snowman by Michael Morpurgo 
Key writing outcome	To write own wishing type story with dialogue to show character	To write own page(s) of advice on looking after a creature or object (real, e.g. puppy/wolf/bicycle/submarine or fantasy, e.g. frost troll/lightning machine)	To write an episode from the film that could be included in the book
Key learning	• Demonstrate a turning point in the story. • Use dialogue to show character. • Use speech marks question and exclamation marks to punctuate dialogue and narrative. • [introduction to] inverted commas to punctuate direct speech (Y3) • full stops, capital letters, exclamation marks, question marks (Y2)	• Advise the reader on looking after something, giving facts, and reasons for instructions. • Use headings and subheadings to group and link related information. (Y3) • Organise sections of information logically. • Include multi-clause sentences using appropriately chosen conjunctions (for time, place and cause). • Coordinating conjunctions (Y2) • Subordinating (Y3) • Use technical and precise vocabulary (real and/or invented) in order to sound like an expert.	• Write the story in a four-part structure with at least one paragraph for each part. • Show the character of the Snowman through verb choices for his actions. • Layer the actions using listing with commas. (Y2) • Convey the feeling of excitement and action through choosing to use the past progressive verb form appropriately. (Y3) • Maintain tense (Y2) • Noun phrases (Y2)

Core text	Carry me away by matt goodfellow  <i>Polar Bear and Crocodile</i>	Grimm's fairy tales 	Grow your own lettuce by helen lanz 
Writing outcome	Write a poem about a chosen animal using some of the poetical devices explored	To write an alternative ending to a fairy tale (<i>Tom Thumb</i>) in the style of the model text and using key characteristics of the genre	To write a double page spread which includes a detailed introduction and a set of instructions
Key learning	- Recite both a poem from the collection and one of your own out loud to an audience (group or whole class), using intonation, rhythm, rhyme and phrasing expressively to communicate and enhance meaning. - In own poems, choose vocabulary precisely to convey the images or ideas to the reader. - Use some of the following to create specific effects: - Placing of words on the page - Alliteration - Noun phrases with pre and post-modification to create precise images - Present writing appropriately in the form of a poem.	- Include plot events that fit with fairy tales - sentences with different forms: statement, question, exclamation, command (y2) - Use fairy tale vocabulary and traditional features of the genre - Establish setting with adverbs and prepositional phrases to entice the reader - Include appropriate amount of dialogue with speech marks (Y3) - Use apostrophes for contraction and possession accurately	- Write a double page spread including an introduction and instructions. (Y2/Y3) - Use the imperative form of verbs to write commands. (Y2) - Use suffix -ly to create adverbs to add detail to instructions. (Y2) - Use adverbials to give the reader detail and to sequence. (Y3) - Use the conjunction <i>if</i> to provide specific detail (Y2) extend sentences. (Y3) - Use organisational devices such as headings, subheadings, numbered list or text boxes. (Y3)

Core text	Interview with a tiger 	Fantastically great women who changed the world. 	Mimi and the mountain dragon By Michael Morpurgo 
Writing outcome	To create your own 'Interview with...' (could be an animal, person or even inanimate object)	To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements	To write own story about a monster who could be responsible for natural disasters
Key learning	• Write a linked sequence of questions and answers maintaining the character's voice. • Include detail about the character using prepositional phrases to expand the noun (Y2) • Choose vocabulary to reflect the personality and characteristics of the character. • Use pronouns accurately to maintain cohesion and clarity throughout.	• Divide biography into clear sections and paragraphs. • Use adverbs/adverbial phrases of time and place for precision, detail and concise information. • Expand noun phrases with precise choices of adjectives to convey a lot of information concisely.	• Write with a range of sentence constructions (Y3) • Sentence types (Y2) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2) • Use a range of devices to show fear and describe places and characters • Write in paragraphs (Y3) • Use speech to move the story on (Y3)

