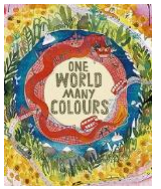
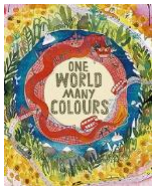
# Year 2 English Overview 2026-27- One World, Many Colours




| Autumn 1: Orange | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|---|---|
| | **Focus Text** | Cinderella | Cinderella | Pumpkin Recipes | Pumpkin Soup | Pumpkin Soup | Parklands Farm | Autumn Poetry |
| | Speaking and Listening Skills | Learn and use new vocabulary from topics/themes linked to specific areas of learning<br>Express their ideas using full / extended sentences, including use of past, present, and future tenses and making use of conjunctions | | | | | | |
| | **READING** | | | | | | | |
| | Word Reading Skills | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Re-read books to build fluency and confidence | Re-read books to build fluency and confidence | Little Wandle Assessments |
| | Reading Comprehension Skills | Use inference to draw simple conclusions about characters | Use inference to draw simple conclusions about characters | Retrieve information from the text to answer questions | Retrieve information from the text to answer questions | Use inference to draw simple conclusions about characters, | Use inference to draw simple conclusions about characters, | Listen to and discuss poems at a level beyond that at which they can read independently |
| | Being a Reader | Retell a story using words and phrases from the text | Retell a story using words and phrases from the text | Show their understanding of books through discussion | Show their understanding of books through discussion | Discuss meanings of new words and link these to words already known | Discuss meanings of new words and link these to words already known | Learn some poems by heart |
| | **WRITING** | | | | | | | |
| | Composition Skills | Embed the sentence by sentence process of think, say, write, check | Embed the sentence by sentence process of think, say, write, check | Write non-narrative text types for a clear purpose | Embed the sentence by sentence process of think, say, write, check | Include new vocabulary in writing | Include new vocabulary in writing | Write a poem based on a given structure |
| | Grammar, Punctuation and Vocabulary | Recognise and write statements | Recognise and write statements | Recognise and write commands | Recognise and write exclamations | Recognise and write exclamations | Recognise and write questions | |
| | Spelling | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review | Little Wandle Phase 5 Review |
| | Transcription Focus | Penpals Year 1 Review | | | | | | |

**Group Reading: Each of these skills will be taught daily through group teaching. Children will have a book matched to their reading level which they can read accurately.**
Retrieve information from the text to answer questions
Re-read books to build fluency and confidence
Blend GPCs to read accurately
Recognise alternative sounds for graphemes

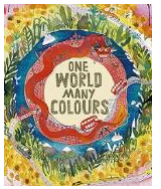
# Year 2 English Overview 2026-27- One World, Many Colours




| Autumn 2: Red | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|---|---|
| | **Focus Text** | Look Inside London | Look Inside London | Great Fire of London | Great Fire of London | Little Red Riding Hood | Little Red Riding Hood | Mog's Christmas Calamity |
| | Speaking and Listening Skills | Learn and use new vocabulary from topics/themes linked to specific areas of learning<br>Express their ideas using full / extended sentences, including use of past, present, and future tenses and making use of conjunctions | | | | | | |
| | **READING** | | | | | | | |
| | Word Reading Skills | Read words of two or more syllables | Read words of two or more syllables | Read words of two or more syllables | Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words | | | |
| | Reading Comprehension Skills | Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions | Retrieve information from the text to answer questions | Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions | Retrieve information from the text to answer questions | Make inferences about characters, settings and events | Make inferences about characters, settings and events | Make inferences about characters, settings and events |
| | Being a Reader | Discuss meanings of new words and link these to words already known | Discuss meanings of new words and link these to words already known | Discuss meanings of new words and link these to words already known | Discuss meanings of new words and link these to words already known | Retell a story using words and phrases from the text | Retell a story using words and phrases from the text | Retell a story using words and phrases from the text |
| | **WRITING** | | | | | | | |
| | Composition Skills | Use the key non-narrative writing skills of informing | Use the key non-narrative writing skills of informing | Write about real events | Write effectively and coherently for different purposes | Use the key narrative writing skills of telling and description | Use the key narrative writing skills of telling and description | Write a coherent story for an audience |
| | Grammar, Punctuation and Vocabulary | Recognise and write statements<br>Recognise and write questions | Join sentences with 'or' and 'but' | Join sentences with 'or' and 'but' | Join sentences with 'or' and 'but' | Join sentences with 'or' and 'but' | Use words that are appropriate to the type of writing e.g. story language, | Use words that are appropriate to the type of writing e.g. story language, |
| | Spelling | Little Wandle Bridge to Spelling | Little Wandle Bridge to Spelling | Little Wandle Bridge to Spelling | Little Wandle Bridge to Spelling | Little Wandle Bridge to Spelling | Little Wandle Bridge to Spelling | Little Wandle Bridge to Spelling |
| | Transcription Focus | Joining: th, ch, | ai, ay | ir, er | wh, oh | ow, ou | le, ue | oe, ve |

**Group Reading: Each of these skills will be taught daily through group teaching. Children will have a book matched to their reading level which they can read accurately.**
Retrieve information from the text to answer questions
Re-read books to build fluency and confidence
Blend GPCs to read accurately
Recognise alternative sounds for graphemes

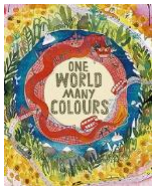
# Year 2 English Overview 2026-27- One World, Many Colours




| Spring 1: White | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|---|---|
| | **Focus Text** | Passionate about Penguins | Lost and Found | Lost and Found | Extra Yarn | Extra Yarn | Ernest Shackleton | |
| | Speaking and Listening Skills | To organise ideas coherently to speak about non-fiction and recall information previously learnt<br>To ask questions using who, what, where, when, how, why | | | | | | |
| | **READING** | | | | | | | |
| | Word Reading Skills | Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words | | | | | | |
| | Reading Comprehension Skills | Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions | Recognise and discuss the sequence of events in fiction | Recognise and discuss the sequence of events in fiction | Ask questions to themselves as they are reading | Use vocabulary knowledge, including synonyms, to aid inference | Retrieve information from the text to answer questions | |
| | Being a Reader | Use indexes, contents pages, headings and captions to navigate non-fiction texts | Retell a story using words and phrases from the text | Retell a story using words and phrases from the text | Retell a story using words and phrases from the text | Read with prosody | Retell a story using words and phrases from the text | |
| | WRITING | | | | | | | |
| | Composition Skills | Use the key non-narrative writing skills of informing | Use the key narrative writing skills of telling and description | Use the key narrative writing skills of telling and description | Use the key narrative writing skills of telling and description | Plan and write a coherent story | Write about real events | |
| | Grammar, Punctuation and Vocabulary | Use 'when', 'if', 'that' and 'because' to extend sentences | Write and use expanded noun phrases | Write and use expanded noun phrases | Write and use expanded noun phrases | Write and use expanded noun phrases | Use 'when', 'if', 'that' and 'because' to extend sentences | |
| | Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Spelling Assessments | |
| | Transcription Focus | Joining: ee, le | ea, igh | dg, ng | oo, oa | wa, wo | air, ear | |

**Group Reading: Each of these skills will be taught daily through group teaching. Children will have a book matched to their reading level which they can read accurately.**
Retrieve information from the text to answer questions
Make inferences about characters, settings and events
Re-read books to build fluency and confidence
Blend GPCs to read accurately
Recognise alternative sounds for graphemes
Offer opinions and preferences about books

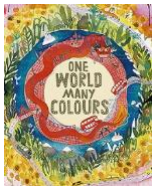
# Year 2 English Overview 2026-27- One World, Many Colours




| Spring 2: Blue | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|---|---|
| | **Focus Text** | Big Book of Blue | Big Book of Blue | Journey | Journey | Flood | | |
| | Speaking and Listening Skills | Retell a familiar story using voices, pauses and a good pace to engage a listener<br>**Year 2 Performance:** Participate in a performance to speak audibly and fluently, engaging the attention of an audience | | | | | | |
| | **READING** | | | | | | | |
| | Word Reading Skills | Read Year 2 texts smoothly with few breaks | Read Year 2 texts smoothly with few breaks | ***Wordless text*** | ***Wordless text*** | ***Wordless text*** | | |
| | Reading Comprehension Skills | Retrieve information from the text to answer questions | Retrieve information from the text to answer questions | Make a plausible prediction about what might happen on the basis of what has been read so far | Make a plausible prediction about what might happen on the basis of what has been read so far | Order the events in a text | | |
| | Being a Reader | Recognise and discuss features of different texts | Recognise and discuss features of different texts | Retell a story | Retell a story | Retell a story | | |
| | **WRITING** | | | | | | | |
| | Composition Skills | Write non-narrative text types for a clear purpose and a specific audience | Write non-narrative text types for a clear purpose and a specific audience | Develop an idea over several sentences | Develop an idea over several sentences | Use underlying structures from reading (picture books or short stories) to aid planning | | |
| | Grammar, Punctuation and Vocabulary | Recognise and write statements, questions, exclamations and commands | | Use apostrophes for singular possession | Use apostrophes for singular possession | Write and use expanded noun phrases | | |
| | Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Spelling Assessments | | |
| | Transcription Focus | oor, our | ing | Joining assessment check | Revisiting joins | Revisiting joins | | |

**Group Reading: Each of these skills will be taught daily through group teaching. Children will have a book matched to their reading level which they can read accurately.**
Retrieve information from the text to answer questions
Re-read books to build fluency and confidence
Blend GPCs to read accurately
Recognise alternative sounds for graphemes
Make inferences about characters, settings and events
Make links between the book they are reading and other books they have read

# Year 2 English Overview 2026-27- One World, Many Colours




| Summer Term 1: Yellow | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|---|---|
| | **Focus Text** | The Bee Book | The Bee Book | Honey Recipes | It fell from the Sky | It fell from the Sky | Bee poetry | |
| | Speaking and Listening Skills | To perform a poem out loud being aware of the audience and how to engage the audience<br>To retell a story, using language from the text<br>'Say it again, better'- asking children to develop their ideas using full sentences | | | | | | |
| | **READING** | | | | | | | |
| | Word Reading Skills | Re-read books to build fluency and confidence | Read Year 2 texts with expression and appropriate volume | Read Year 2 texts smoothly with few breaks | Read Year 2 texts with expression and appropriate volume | Re-read books to build fluency and confidence | Read Year 2 texts with expression and appropriate volume | |
| | Reading Comprehension Skills | Build comprehension by retrieving basic information from a text | Build comprehension by retrieving basic information from a text | Retrieve information from the text to follow instructions | Make a plausible prediction about what might happen on the basis of what has been read so far | Make inferences about characters, settings and events | Learn some poems by heart | |
| | Being a Reader | Build a bank of vocabulary by spotting, collecting and discussing new words | Build a bank of vocabulary by spotting, collecting and discussing new words | Recognise and discuss features of different texts | Retell a story using words and phrases from the text | Retell a story using words and phrases from the text | Listen to and discuss poems at a level beyond that at which they can read independently | |
| | **WRITING** | | | | | | | |
| | Composition Skills | Write effectively and coherently for different purposes | Use the key narrative writing skills of telling and description | Write non-narrative text types for a clear purpose and a specific audience | Develop an idea over several sentences | Develop an idea over several sentences | Build writing stamina through writing longer pieces | |
| | Grammar, Punctuation and Vocabulary | Form and use adverbs by adding –ly to adjectives | Form and use adverbs by adding –ly to adjectives | Recognise and write commands | Write consistently in 'past' or 'present' tense (EXS KS1) | Use apostrophes for singular possession | Form and use adverbs by adding –ly to adjectives | |
| | Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Spelling Assessments | |
| | Transcription Focus | ck, al, el, | at, il, ill | ui, ey, aw | ur, an, ip | ok, ot, ob, ol | oi, oy, on, op, ov | |

**Group Reading: Each of these skills will be taught daily through group teaching. Children will have a book matched to their reading level which they can read accurately.**

Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

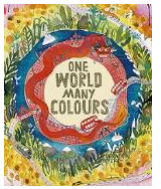
Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)

Read Year 2 texts with expression and appropriate volume

Read Year 2 texts with good phrasing

Read Year 2 texts smoothly with few breaks

# Year 2 English Overview 2026-27- One World, Many Colours




| Summer 2: Green | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|---|---|
| | **Focus Text** | The Night Gardener | The Night Gardener | A Book of Bears | The Grotlyn | The Grotlyn | The Big Book of Blooms | The Big Book of Blooms |
| | Speaking and Listening Skills | To organise ideas coherently to speak about non-fiction and recall information previously learnt<br>To ask questions using who, what, where, when, how, why<br>**Year 2 Performance:** Participate in a performance to speak audibly and fluently, engaging the attention of an audience | | | | | | |
| | **READING** | | | | | | | |
| | Word Reading Skills | Read Year 2 texts smoothly with few breaks | Re-read books to build fluency and confidence | Read Year 2 texts smoothly with few breaks | Re-read books to build fluency and confidence | Read Year 2 texts with good phrasing | Read Year 2 texts with expression and appropriate volume | Read Year 2 texts with expression and appropriate volume |
| | Reading Comprehension Skills | Make inferences about characters, settings and events | Make links between the book they are reading and other books they have read | Build comprehension by retrieving basic information from a text | Discuss which words and phrases are effective | Make links between the book they are reading and other books they have read | Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known | |
| | Being a Reader | Ask 'Why' and 'I wonder' questions | Ask 'Why' and 'I wonder' questions | Use indexes, contents pages, headings and captions to navigate non-fiction texts | Discuss their favourite words and phrases | Retell a story using words and phrases from the text | Use indexes, contents pages, headings and captions to navigate non-fiction texts | Use indexes, contents pages, headings and captions to navigate non-fiction texts |
| | **WRITING** | | | | | | | |
| | Composition Skills | Link ideas to make writing flow | Link ideas to make writing flow | Write non-narrative text types for a clear purpose | Write a coherent story | Write a coherent story | Link ideas to make writing flow | Link ideas to make writing flow |
| | Grammar, Punctuation and Vocabulary | Write consistently in 'past' or 'present' tense | Write consistently in 'past' or 'present' tense | Use commas for lists | Use commas for lists | Use commas for lists | Form and use adverbs by adding –ly to adjectives | Form and use adverbs by adding –ly to adjectives |
| | Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Little Wandle Spelling | Spelling Assessments | |
| | Transcription Focus | ed, cc, eg, ic | ad, ug, dd, ag | oc, og, od, va, vo | as, es, is, os, ws, | ns, ds, ls, ts, ks | ed, ing | Assessment |

**Group Reading: Each of these skills will be taught daily through group teaching. Children will have a book matched to their reading level which they can read accurately.**

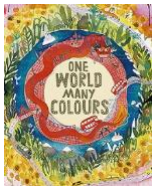
Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)

Read Year 2 texts with expression and appropriate volume

Read Year 2 texts with good phrasing

# Year 2 English Overview 2026-27- One World, Many Colours




Read Year 2 texts smoothly with few breaks