



Year 2 Reading and Writing Long Term Overview 2025-2026

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING COMPREHENSION	Reading Comprehension (Explain): 	Reading Comprehension (Retrieve): 	Reading Comprehension (Interpret/Infer): 	Reading Comprehension (Interpret/Infer): 	Reading Comprehension (Explain/Retrieve/Infer):   	Reading Comprehension (Explain/Retrieve/Infer):   
	Know how to: ✓ Discuss favourite words and phrases in familiar stories and poems. ✓ Discuss and clarify the meanings of words, linking new meanings to known vocabulary (1a). ✓ Use prior knowledge, background information and vocabulary provided by the teacher to understand texts (1a).	Know how to: ✓ Discuss the sequence of events in books and how information is related. ✓ Explain and discuss my understanding of texts, both those that I listen to and those that I read for myself. ✓ Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b). ✓ Identify and explain the sequence of events in texts (1c). ✓ Answer and ask questions about familiar books and those read to me to check if it makes sense to me.	Know how to: ✓ Make inferences from the text (1d). ✓ Make inferences on the basis of what is being said and done in books I have read before or those read by a teacher.	Know how to: ✓ Use and apply Spring 1 key knowledge and skills. ✓ Predict what might happen on the basis of what I have read so far (1e). ✓ Make links between the book I am reading and other books I have read.	Know how to: ✓ Use and apply Explain, Retrieve and Inference key knowledge and skills in a range of texts.	Know how to: ✓ Use and apply Explain, Retrieve and Inference key knowledge and skills in a range of texts.



LISTENING COMPREHENSION /READING FOR PLEASURE	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:	Listening Comprehension/RFP:
	Know how to:	Know how to:	Know how to:	Know how to:	Know how to:	Know how to:
	✓ Listen to, discuss and express views about a range of texts (fiction, non-fiction and poetry) beyond the level at which can be read independently. ✓ Retell a wider range of stories, including fairy stories and traditional tales. ✓ Participate in discussions about familiar books or those read to me by a teacher, taking turns and listening to what others say.	✓ Listen to, discuss and express views about a range of texts (fiction, non-fiction and poetry) beyond the level at which can be read independently. ✓ Retell a wider range of stories, including fairy stories and traditional tales. ✓ Participate in discussions about familiar books or those read to me by a teacher, taking turns and listening to what others say.	✓ Use and apply Autumn key knowledge and skills. ✓ Discuss the different ways non-fiction books are structured. ✓ Recognise simple recurring language in stories and poems.	✓ Use and apply Autumn key knowledge and skills. ✓ Discuss the different ways non-fiction books are structured. ✓ Recognise simple recurring language in stories and poems.	✓ Use and apply Autumn key knowledge and skills. ✓ Discuss the different ways non-fiction books are structured. ✓ Recognise simple recurring language in stories and poems. ✓ Recite some poems by heart, with appropriate intonation to make the meaning clear.	✓ Listen to, discuss and express views about a range of texts (fiction, non-fiction and poetry) beyond the level at which can be read independently. ✓ Retell a wider range of stories, including fairy stories and traditional tales. ✓ Participate in discussions about familiar books or those read to me by a teacher, taking turns and listening to what others say. ✓ Discuss the different ways non-fiction books are structured. ✓ Recognise simple recurring language in stories and poems. ✓ Recite some poems by heart, with appropriate intonation to make the meaning clear.



TEXTS	➤ Kassim and the Greedy Dragon (Story writing – Portal Story) ➤ How to Defeat a Giant (Instructions)	➤ Peter and the Wolf (Story writing – Journey Story) ➤ Persuading Wolves to Return (Persuasion)	➤ The Papaya That Spoke (Story writing – Journey Story) ➤ A Farmer's Diary (Diary entry)	➤ Little Red Riding Hood (Story writing – Warning Story) ➤ Local Hero Defeats the Wolf (Recount)	➤ The Princess Who Wrote Stories (Story writing – Fantasy Story) ➤ Report about Castles (non-chronological Report)	➤ The Snow Queen (Story Writing – Traditional Tale) ➤ How to make a Snow Hole (Explanation)
WRITING	PLANNED OUTCOMES: 1. Narrative 2. Instructions SKILLS: Know how to: ✓ Use some expanded noun phrases to describe and specify. ✓ Use co-ordination (or / and / but). ✓ Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks when required. ✓ Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.	PLANNED OUTCOMES: 1. Narrative 2. Persuasive Letter SKILLS: Know how to: ✓ Use and apply Autumn 1 key knowledge and skills. ✓ Use subordination (when / if / that / because) to join clause and extend ideas. ✓ Spell words with contracted forms. ✓ Use the possessive apostrophe. ✓ Spell homophones and near homophones. Write for different purposes.	PLANNED OUTCOMES: 1. Narrative 2. Diary Entry SKILLS: Know how to: ✓ Use and apply Autumn key knowledge and skills. ✓ Write simple narratives about personal experiences and those of others (real or fictional). ✓ Use present and past tense mostly correctly and consistently, including the progressive form. ✓ Spell many common exception words. ✓ Use the diagonal and horizontal strokes needed to	PLANNED OUTCOMES: 1. Narrative 2. Recount of Events SKILLS: Know how to: ✓ Use and apply Autumn key knowledge and skills. ✓ Write about real events, recording these simply and clearly. ✓ Write simple narratives about personal experiences and those of others (real or fictional). ✓ Use present and past tense mostly correctly and consistently, including the progressive form.	PLANNED OUTCOMES: 1. Narrative 2. Non-chronological Report SKILLS: Know how to: ✓ Use and apply Autumn and Spring key knowledge and skills. ✓ Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. ✓ Make simple additions, revisions and proof-reading corrections to their own writing. ✓ Use the full range of punctuation taught at key stage 1 mostly correctly .	PLANNED OUTCOMES: 1. Narrative 2. Explanation SKILLS: Know how to: ✓ Write a narrative about my own and others' experiences – real and fictional – after discussion with a teacher. ✓ Write about real events, recording them simply and clearly. ✓ Use expanded noun phrases correctly. ✓ Use co-ordination – or/and/but. ✓ Use subordination – when/if/that/because. ✓ Use present and past tense mostly correctly and consistently.



	✓ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ✓ Use spacing between words that reflects the size of the letters		- join letters in some of their writing (GDS). ✓ Spell words with contracted forms. ✓ Use the possessive apostrophe. ✓ Spell homophones and near homophones. ✓ Use sentences with different forms (statement, command, question and exclamation).	✓ Spell many common exception words. ✓ Use the diagonal and horizontal strokes needed to join letters in some of their writing (GDS). ✓ Spell homophones and near homophones. Write for different purposes. ✓ Use sentences with different forms (statement, command, question and exclamation).	✓ Spell most common exception words* ✓ Add suffixes to spell most words correctly in their writing, e.g. - ment, -ness, -ful, -less, -ly. ✓ Use the possessive apostrophe. ✓ Write for different purposes.	✓ Demarcate most sentences with capital letters and full stops. ✓ Use question marks and exclamation marks correctly. ✓ Segment spoken words into phonemes and represent these through graphemes. ✓ Spell many words correctly and make phonetically plausible attempts at others. • ✓ Spell many common exception words correctly. ✓ Use diagonal and horizontal strokes needed to join letters in some of their writing. ✓ Write capital letters and digits at the correct size, orientation and in relation to one and other/lower case letters.
Daily RWI Phonics Skills Lesson						
Weekly handwriting lesson						
Weekly spelling pattern						
Learning Year 2 common exception words						