

**YEAR 2 ENGLISH LONG TERM PLAN 2021-22**

	<b>AUTUMN 1</b> Week 1 – 2 days 7 full weeks 3x units plus poetry	<b>AUTUMN 2</b> Week 1 – 4 days 6 full weeks Week 8 – 3 days 3x units plus Writing Week	<b>SPRING 1</b> Week 1 – 2 days 5 full weeks 2x units plus poetry	<b>SPRING 2</b> 6 full weeks 3x units	<b>SUMMER 1</b> Week 1 – 4 days Week 2 – full week Week 3 – 3 days Weeks 4-6 full weeks 3x units	<b>SUMMER 2</b> 6 full weeks Week 7 – 2 days 2x units plus poetry and transition
<b>AUTHOR FOCUS</b>	Steve Antony		Rachel Bright		Roald Dahl	
<b>TEXT FOCUS</b>	Here we are- Oliver Jeffers  How to Wash a Woolly Mammoth- Michelle Robinson	The Squirrels Who Squabbled- Rachel Bright  The Polar Express- Chris van Allsburg	Pretty- Canizales  Goldilocks and the Three Bears- Polly Borland	Mr Bunny’s Chocolate Factory- Elys Dolan  The Childe of Hale- Rachel Lyon	George’s Marvellous Medicine- Roald Dahl  The Highway Rat- Julia Donaldson	Kaiholo the Whale- George Hudson  Matilda- Roald Dahl
<b>PERSUADE (at least one per term)</b>		TPE- Advertisement		TCOH- Persuasive Letter		Matilda- Persuasive Speech
<b>ENTERTAIN</b>	HWA- Narrative  HTWAWM- Wanted Poster	TPE- Recount  TSWS- Setting Description	GATTB- Narrative with a twist	TCOH- Recount	GMM- Character Description  THR- Diary Entry	KTW- Setting description
<b>INFORM/ EXPLAIN (at least one per term)</b>	HTWAWM- Instructions		Pretty- Biography of the witch	MBCF- Newspaper Report	GMM- Instructions	
<b>POETRY (x1 week)</b>	Jungle Book- Riddles		Pog- Limerick / Oh the Places You’ll Go (Dr Seuss)			The Owl and the Pussycat- Sonnet/ Acrostic
<b>PUBLISHED PIECE (x6)</b>	HTWAWM- Wanted Poster	TPE- Recount	Pretty- Biography of the witch	TF- Persuasive Letter	GMM- Instructions	KTW- Setting Description
<b>ASSESSED PIECE (x3)</b>		TSWS- Setting Description		MBCF- Narrative (twist)		Matilda- Persuasive Speech

<p><b>RANGE</b></p>	<ul style="list-style-type: none"> <li>• R1 Listening to, discussing and expressing views about a wide range of poetry (contemporary and classic), stories and non-fiction at a level beyond those they can read independently</li> <li>• R2 Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• R3 Recognising simple recurring literary language in stories and poetry</li> <li>• R4 Being introduced to non-fiction books that are structured in different ways</li> </ul> <p>R5 Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
<p><b>READING COMPREHENSION</b></p>	<ul style="list-style-type: none"> <li>• RC1 Discussing the sequence of events in books and how items of information are related</li> <li>• RC2 Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• RC3 Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• RC4 Making inferences on the basis of what is being said and done</li> <li>• RC5 Answering and asking questions</li> <li>• RC6 Predicting what might happen on the basis of what has been read so far</li> <li>• RC7 Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>KS1 Content Domains</b></p> <ul style="list-style-type: none"> <li>• 1a Draw on knowledge of vocabulary to understand texts</li> <li>• 1b Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</li> <li>• 1c Identify and explain the sequence of events in texts</li> <li>• 1d Make inferences from the text</li> </ul> <p>1e Predict what might happen on the basis of what has been read so far</p>
<p><b>PUNCTUATION AND GRAMMAR</b></p>	<p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>• S1 Know that a clause is a complete idea or part of a sentence that tells you one thing</li> <li>• S2 Write sentences with different forms: statement, question, exclamation, command</li> <li>• S3 Use some features of written Standard English <ul style="list-style-type: none"> <li>- subject-verb agreement (<i>we was, I buyed, I seen</i>)</li> <li>- consistency of tense</li> </ul> </li> </ul> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>• W1 Know that pronouns (<i>I, he, she, we, they, it, you</i>) replace nouns and use them appropriately</li> <li>• W2 Recognise and create noun phrases for description (<i>blue butterfly</i>) and specification (<i>scruffy pup</i> instead of <i>scruffy young dog</i>)</li> <li>• W3 Understand and use regular comparative adjectives (<i>eg. small, smaller, smallest</i>)</li> <li>• W4 Use the conjunctions <i>and, but, and or</i> to write two-clause sentences (co-ordination)</li> <li>• W5 Use the conjunctions <i>because, so, when, as, before</i> and <i>after</i> to write two-clause sentences (subordination)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• P1 Use familiar punctuation (full stops, capital letters, question marks and exclamation marks) correctly</li> <li>• P2 Use commas for lists</li> <li>• P3 Use apostrophes for omission</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• T1 Begin to group linked ideas into paragraphs. (eg. beginning, middle and end of stories)</li> </ul> <p>T2 Recognise and use the present and past tense - regular verbs (<i>shouts, shouted</i>) and irregular verbs (<i>buy, bought</i>) – and the progressive form to mark actions in progress (<i>she is dancing, he was reading</i>)</p>
<p><b>WRITING COMPOSITION</b></p>	<p><u>Develop positive attitudes towards, and stamina for, writing by:</u></p> <ul style="list-style-type: none"> <li>• WC1 Writing narratives about personal experiences and those of others (real and fictional)</li> <li>• WC2 Writing about real events/ writing poetry / writing for different purposes</li> </ul> <p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> <li>• WC3 Planning or saying out loud what they are going to write about</li> <li>• WC4 Writing down ideas and/or key words, including new vocabulary</li> <li>• WC5 Encapsulating what they want to say, sentence by sentence</li> </ul> <p><u>Reflect upon their own writing by:</u></p> <ul style="list-style-type: none"> <li>• WC6 Evaluating their writing with the teacher and other pupils</li> <li>• WC7 Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> <p>WC8 Proof-reading to check for errors in spelling, grammar and punctuation</p>
<p><b>SPELLING</b></p>	<ul style="list-style-type: none"> <li>• SP1 Revision of work from Year 1</li> <li>• SP2 The dg sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>• SP3 The s sound spelt c before e, i and y</li> <li>• SP4 The n sound spelt kn and (less often) gn at the beginning of words</li> </ul>

	<ul style="list-style-type: none"> <li>• SP5 The r sound spelt wr at the beginning of words</li> <li>• SP6 The l or el sound spelt -le at the end of words</li> <li>• SP7 The l or el sound spelt -el at the end of words</li> <li>• SP8 The l or el sound spelt -al at the end of words</li> <li>• SP9 Words ending in il</li> <li>• SP10 The l sound spelt -y at the end of words</li> <li>• SP11 Adding -es to nouns and verbs ending in -y</li> <li>• SP12 Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</li> <li>• SP13 Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it</li> <li>• SP14 Adding -ing, -ed, -er, -est, and -y to one syllable words ending in a single consonant letter after a single vowel letter</li> <li>• SP15 The or sound spelt a before l and ll</li> <li>• SP16 The u sound spelt o</li> <li>• SP17 The ee sound spelt -ey</li> <li>• SP18 The o sound spelt a after w and q</li> <li>• SP19 The er sound spelt or after w</li> <li>• SP20The or sound spelt ar after w</li> <li>• SP21 The sh sound spelt s</li> <li>• SP22 The suffixes -ment, -ness, -ful, -less and -ly</li> <li>• SP23 Contractions</li> <li>• SP24 The possessive apostrophe (singular nouns)</li> <li>• SP25 Words ending in -tion</li> </ul> <p>SP26 Homophones or near homophones</p>
<b>HANDWRITING</b>	<p>NB: Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> <ul style="list-style-type: none"> <li>• H1 Form lower case letters of the correct size relative to one another</li> <li>• H2 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</li> <li>• H3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul> <p>H4 Use spacing between words that reflects the size of the letters</p>
<b>SPOKEN LANGUAGE</b>	<p>SL 1 – INSTRUCTIONS  SL2 – DISCUSSION  SL3 – EXPLANATION  SL4 – REASONING  SL5 – NEGOTIATION  SL6 - PERSUASION  SL7 – NARRATIVE (LINKED TO READING OBJECTIVES BELOW)</p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> <li>• SL7A Participating in discussion about books, poems and other works, taking turns and listening to what others say</li> <li>• SL7B Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• SL7C Discussing their favourite words and phrases</li> </ul> <p>SL7D Read aloud what they have written with appropriate intonation to make the meaning clear</p>

# Writing Purposes

<b>PERSUADE</b>	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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<b>INFORM/ EXPLAIN</b>	<b>Explanations</b>	<b>Instructions</b>	<b>News Reports</b>	<b>Non-Chronological Reports</b>
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	Biography
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

<b>ENTERTAIN</b>	<b>Narrative</b>	<b>Recount</b>	<b>Poetry</b>	<b>Descriptive Writing</b>
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)	Setting description
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)	
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)	
	Stories with familiar settings	Retell event		
	Myths	Biography		
	Legends	Autobiography		
	Fables			
	Stories from other cultures			
	Adventure			
	Mystery			
	Issue / dilemma			
	<ul style="list-style-type: none"> <li>• Wanted poster</li> <li>• Diary entry of character</li> <li>• Eyewitness account as character</li> </ul>			
	Imaginary world / Sci-fi			
	Flashback/ Flashforwards			
Write the poem as a story				
Alternative story ending				