

## Long Term Year 2 English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Write to:</b> <b>ENTERTAIN</b>	<b>Write to:</b> <b>INFORM</b>	<b>Write to:</b> <b>ENTERTAIN</b>	<b>Write to:</b> <b>INFORM</b>	<b>Write to:</b> <b>ENTERTAIN</b>	<b>Write to:</b> <b>INFORM</b>
<b>Story Plots/Non-Fiction/Poetry</b>	<ul style="list-style-type: none"> <li>• <b>Quest story</b></li> <li>• Lyrical Poetry – Cinquains (focus on effective word choice – American style with syllables.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructions (recipe)</b></li> <li>• <b>Non chronological report</b></li> <li>• <b>Recount – Diary</b> (focus on time connectives and use of adjectives)</li> </ul>	<ul style="list-style-type: none"> <li>• Lyrical Poetry – Haiku</li> <li>• <b>Rags to Riches</b> Story</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explanation Text</b> (focus on numbered points, time connectives, pictures, diagrams, labels and captions)</li> <li>• <b>Recount</b> – letter</li> </ul>	<ul style="list-style-type: none"> <li>• Free Verse Poetry – consider main break in poem to coincide with suspense for reader.</li> <li>• <b>Overcoming the Monster Story</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explanation text</b></li> <li>• <b>Instructions</b></li> <li>• <b>Non chronological report</b></li> </ul>
<b>Texts for English</b>	<ul style="list-style-type: none"> <li>• Lost and Found by Oliver Jeffers (for structure)</li> <li>• A boy and a bear in a boat (class read)</li> <li>• A bad day for bear</li> <li>• Teacher WAGOLL</li> </ul>	<ul style="list-style-type: none"> <li>• Tidy</li> <li>• Little People, Big Dream: David Attenborough</li> <li>• <b>The World According to Humphrey</b></li> </ul>	<ul style="list-style-type: none"> <li>• Winter Haikus (poetry)</li> <li>• The Clock Tower (Literacy Shed)</li> <li>• Somebody Swallowed Stanley</li> </ul>	<ul style="list-style-type: none"> <li>• Bugs &amp; Butterflies</li> <li>• Meerkat Mail</li> <li>• The day the crayons quit</li> <li>• Dragon Post</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher WAGOLL</li> <li>• Dust Buddies (Literacy Shed)</li> </ul>	<ul style="list-style-type: none"> <li>• Honey bee</li> <li>• Butterflies, Buds &amp; Bees</li> <li>• <b>Little People, Big Dreams: Neil Armstrong</b></li> </ul>
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play and improvisations</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>					

<b>Word Reading</b>	<ul style="list-style-type: none"> <li>•continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>•read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>•read accurately words of two or more syllables that contain the same graphemes as above</li> <li>•read words containing common suffixes</li> <li>•read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>•read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>•read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>•re-read these books to build up their fluency and confidence in word reading</li> </ul>					
<b>Reading Comprehension</b>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>•listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•discussing the sequence of events in books and how items of information are related</li> <li>•becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>•being introduced to non-fiction books that are structured in different ways</li> <li>•recognising simple recurring literary language in stories and poetry</li> <li>•discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>•discussing their favourite words and phrases</li> <li>•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> </ul> <p>•understand both the books that they can already read accurately and fluently and those that they listen to by: •drawing on what they already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> <li>•checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>•making inferences on the basis of what is being said and done</li> <li>•answering and asking questions</li> <li>•predicting what might happen on the basis of what has been read so far</li> </ul> <p>•participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>•explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>					
<b>Generic Writing Statements (continuous objectives)</b>	<ul style="list-style-type: none"> <li>• write for different purposes to develop positive attitudes and stamina in writing</li> <li>• consider what they are going to write before beginning by planning or saying out loud, writing down key words and ideas and then encapsulating what they want to say sentence by sentence</li> <li>• make additions, revisions and corrections by re-reading/proof reading with other children and teachers, checking that it makes sense and that verbs to indicate time are used correctly</li> <li>• make additions, revisions and corrections by re-reading/proof reading checking spelling, punctuation and grammar, adding/improving words independently</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>• use present and past tense correctly and consistently – using the progressive form of verbs in the past and present tense to mark actions in progress e.g. she is drumming</li> </ul>					
<b>Composition Work</b>	<ul style="list-style-type: none"> <li>• write sentences that are linked thematically e.g. about personal experiences and those that are real of fictional</li> </ul>	<ul style="list-style-type: none"> <li>• write about real events, recording these simply and clearly</li> </ul>	<ul style="list-style-type: none"> <li>• write poetry to develop positive attitudes and stamina in writing</li> </ul>	<ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes drawing on their reading to inform the</li> </ul>	<ul style="list-style-type: none"> <li>• developing suspense in free verse poetry</li> <li>• embedding earlier objectives</li> </ul>	<ul style="list-style-type: none"> <li>• embedding earlier objectives</li> </ul>

				vocabulary and grammar of his/her writing <ul style="list-style-type: none"> <li>consider the impact of diagrams, pictures, labels and captions</li> </ul>		
<b>Sentence Work</b>	<ul style="list-style-type: none"> <li>use capital letters and full stops to demarcate most sentences in their writing</li> <li>use question marks correctly when required</li> <li>use expanded noun phrases for description and specification</li> <li>understand the structure of a cinquain</li> </ul>	<ul style="list-style-type: none"> <li>use co-ordination (or, and but) and some subordination (when, if, that, because) to join clauses</li> <li>use apostrophes to mark where letters are missing in spelling</li> </ul>	<ul style="list-style-type: none"> <li>use commas to separate items in a list</li> <li>understand how the grammatical patterns in a sentence indicate its function as a question (and use correctly)</li> <li>understand the structure of a haiku</li> </ul>	<ul style="list-style-type: none"> <li>embedding earlier objectives</li> <li>adding labels and captions to support explanation texts</li> </ul>	<ul style="list-style-type: none"> <li>recognise and explore potential structures of free verse</li> <li>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<ul style="list-style-type: none"> <li>using subordinating conjunctions</li> </ul>
<b>Word Work</b>  Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.	<ul style="list-style-type: none"> <li>forms adjectives using suffixes such as ed</li> </ul>	<ul style="list-style-type: none"> <li>use homophones correctly</li> <li>use contractions correctly</li> </ul>	<ul style="list-style-type: none"> <li>use suffixes er, est in adjectives and use ly to turn adjectives into adverbs</li> <li>use homophones correctly</li> </ul>	<ul style="list-style-type: none"> <li>form nouns using suffixes such as – er, -est, -ly, -ing</li> <li>write compound words e.g. whiteboard correctly</li> </ul>	<ul style="list-style-type: none"> <li>embedding earlier objectives</li> </ul>	<ul style="list-style-type: none"> <li>use suffixes –ment, -ness, -full, -less</li> <li>embedding earlier objectives</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making plausible attempts</li> <li>spell by learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling including a few common homophones</li> </ul>					

	<ul style="list-style-type: none"> <li>spelling many common exception words</li> <li>spell by distinguishing between homophones and near homophones</li> <li>add suffixes to spell some longer words correctly including ment, ness, ful, less, ly</li> <li>apply spelling rules and guidance as listed in English Appendix 1 (NC)</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>					
<b>Spelling (Rising Stars)</b>  <b>Ongoing: Common exception words</b>	<ul style="list-style-type: none"> <li>'j' sound spelled 'ge' and 'dge'</li> <li>'s' sound spelled 'c' before 'e', 'i' and 'y'</li> <li>'n' sound spelled 'kn' and 'gn'</li> <li>Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>words starting in 'wr'</li> <li>short 'u' sound spelled 'o'</li> <li>contractions</li> <li>words ending '-il'</li> <li>homophones</li> </ul>	<ul style="list-style-type: none"> <li>revision of 'n' sound spelled 'kn-' and 'gn-' and 'r' sound spelled 'wr'</li> <li>revision of short 'u' sound spelled 'o', 'j' sound and words ending in -il</li> <li>words ending in 'le'</li> <li>words ending in 'el'</li> <li>words ending in 'al'</li> </ul>	<ul style="list-style-type: none"> <li>'igh' sound spelled 'y'</li> <li>adding -es to nouns and verbs ending in -y</li> <li>adding -ed, -ing, -er, and -est to a root word.</li> <li>adding the endings -ing, -ed, -er, -est and -y.</li> <li>adding -ed, -ing and -est to a one syllable word (double the consonant)</li> </ul>	<ul style="list-style-type: none"> <li>the 'or' sound spelled 'a' before 'l' and 'll'</li> <li>the 'ee' sound spelled 'ey'</li> <li>'a' after w and qu</li> </ul>	<ul style="list-style-type: none"> <li>'or' after 'w'</li> <li>'ar' after w</li> <li>z spelled as 's' (as in television)</li> <li>suffixes -ment, -ness, -ful, -less and -ly</li> <li>possessive apostrophe (singular nouns) e.g the man's</li> <li>words ending in -tion</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>form lower case letters of the correct size relative to one another</li> <li>use the diagonal and horizontal strokes needed to join letters</li> </ul>	<ul style="list-style-type: none"> <li>use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>write capital letters and digits of the correct size orientation and relationship to one another and to lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>understand which letters when adjacent to one another are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>embedding earlier objectives</li> </ul>	<ul style="list-style-type: none"> <li>embedding earlier objectives</li> </ul>
<b>Grammatical Terminology</b>	<ul style="list-style-type: none"> <li>noun, noun phrase, adjective, simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>compound sentence, verb</li> <li>question</li> <li>contraction</li> </ul>	<ul style="list-style-type: none"> <li>singular, plural, comma</li> <li>statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>suffix</li> <li>adverb</li> <li>apostrophe</li> <li>comma</li> </ul>	<ul style="list-style-type: none"> <li>embedding earlier objectives</li> </ul>	<ul style="list-style-type: none"> <li>embedding earlier objectives</li> </ul>