

Year 2 English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	1.Stories with Familiar Setting 2.Traditional Stories	1.Information Texts 2.Poetry - Patterns on a Page	1.Different stories by the Same Author 2.Explanations	1.Instructions 2.Poetry - Really Looking	1.Significant Authors Non-Chronological Reports	Poetry - Silly Stuff Revisit & Consolidation of any Genres
Class Text	Gorilla - Anthony Browne I was a Rat! - Philip Pullman Dogger - Shirley Hughes The True Story of the 3 Little Pigs - Jon Scieszka	The Owl Who Was Afraid of the Dark - Jill Tomlinson & Paul Howard	Anne Fine Julia Donaldson Nick Butterworth Shirley Hughes	The Tin Forest - Helen Ward Honey Biscuits - Meredith Hooper	The diary of a killer cat - Anne Fine Fantastic Mr Fox - Roald Dahl Dick King Smith Jill Murphy Allan Ahlberg	Incredible You - Rhys Brisenden
Suggested Satellite Texts / www sites	The Gingerbread Man Jack and the Beanstalk Cinderella Goldilocks The Three little pigs	First News Any information texts Don't forget the Bacon - Pat Hutchins The Highway Rat - Julia Donaldson	From Puppy to dog - Jillian Powell What were castles for? - Phil Roxbee Cox	Where my Wellies take me - Michael & Clare Morpurgo	Find out about the body - Anita Ganeri Wind and us - Jillian Powell	Don't put mustard in the custard - Michael Rosen Please Mrs Butler - Allan Ahlberg

	Autumn 1	Autumn 2
Genre	1.Stories with Familiar Setting 2.Traditional Stories	1.Information Texts 2.Poetry - Patterns on a Page
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Suggested Satellite Texts / www sites	The Gingerbread Man Jack and the Beanstalk Cinderella Goldilocks The Three little pigs	First News Any information texts Don't forget the Bacon - Pat Hutchins The Highway Rat - Julia Donaldson
Oracy / speaking & listening	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their knowledge and understanding	Give well spoken descriptions, explanations and narratives for different purposes, including for expressing feelings Use relevant strategies to build their vocabulary
Word reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above
Comprehension	Listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	Listen to, discuss and express views about a wide range of contemporary and classic poetry and non-fiction at a level beyond that at which they can read independently Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in poetry

	<p>Recognise simple recurring literary language in stories</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p>	<p>Continue 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>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p>
	<p>Understand both the books that they can already read accurately and fluently and those that they listen to -</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correct inaccurate reading • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far <p>Participate in class 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 that they read for themselves</p>	
Writing - Transcription	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Continually refer to year 2 spelling list</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few homophones</p> <p>Continually refer to year 2 spelling list</p>
Writing - Handwriting	<p>Form lower case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	
Writing - Composition	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing for different purposes 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing about real events • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p>

	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>
<p>Writing - Grammar, Vocabulary & Punctuation <i>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</i></p>	<p>Use capital letters and full stops correctly Use expanded noun phrases to describe and specify Use sentences with different forms: statement Learn how to use coordination Use some features of written Standard English</p>	<p>Use capital letters and full stops correctly Use question marks correctly Use sentences with different forms: question Learn how to use coordination Use some features of written Standard English</p>

	Spring 1	Spring 2
Genre	1. Different stories by the Same Author 2. Explanations	1. Instructions 2. Poetry - Really Looking
Class Text	Anne Fine Julia Donaldson Nick Butterworth Shirley Hughes	The Tin Forest - Helen Ward Honey Biscuits - Meredith Hooper

Suggested Satellite Texts / www sites	From Puppy to dog - Jillian Powell What were castles for? - Phil Roxbee Cox	Where my Wellies take me - Michael & Clare Morpurgo
Oracy / speaking & listening	Speak audibly and fluently with an increasing command of Standard English Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Articulate and justify answers, arguments and opinions Participate in discussions presentations, performances, role play, improvisations and debates
Word reading	Read words containing common suffixes Read most words accurately, without overt sounding and blending, when they have been frequently encountered	Read most words accurately, without overt sounding and blending, when they have been frequently encountered Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Comprehension	Listen to, discuss and express views about a wide range of stories and non-fiction at a level beyond that at which they can read independently Discuss the sequence of events in books and how items of information are related Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in stories Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases	Listen to, discuss and express views about a wide range of contemporary and classic poetry and non-fiction at a level beyond that at which they can read independently Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<p>Understand both the books that they can already read accurately and fluently and those that they listen to -</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correct inaccurate reading • Make inferences on the basis of what is being said and done 		

	<ul style="list-style-type: none"> • Answer and ask questions • Predict what might happen on the basis of what has been read so far <p>Participate in class 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 that they read for themselves</p>	
Writing - Transcription	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few homophones</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Learn to spell common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GCPs, common exception words and punctuation taught so far</p> <p>Continually refer to year 2 spelling list</p>	<p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GCPs, common exception words and punctuation taught so far</p> <p>Continually refer to year 2 spelling list</p>
Writing - Handwriting	<p>Form lower case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	
Writing - Composition	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing about real events • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence

	<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • 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 <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • 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 <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Learn how to use subordination</p> <p>Use some features of written Standard English</p>	<p>Use apostrophes for contracted forms and the possessive (singular)</p> <p>Use exclamation marks correctly</p> <p>Use sentences with different forms: command, exclamation</p> <p>Begin to recognise commas in lists</p> <p>Learn how to use subordination</p> <p>Use some features of written Standard English</p>

	Summer 1	Summer 2
<p>Genre</p>	<p>1. Significant Authors</p> <p>2. Non-Chronological Reports</p>	<p>1. Poetry - Silly Stuff</p> <p>2. Revisit & Consolidation of any Genres</p>

Class Text	The diary of a killer cat - Anne Fine Krindle Krax - Phillip Pullman Fantastic Mr Fox - Roald Dahl Dick King Smith Jill Murphy Allan Ahlberg	Incredible You - Rhys Brisenden
Suggested Satellite Texts / www sites	Find out about the body - Anita Ganeri Wind and us - Jillian Powell	Don't put mustard in the custard - Michael Rosen Please Mrs Butler - Allan Ahlberg
Oracy / speaking & listening	Gain, maintain and monitor the interest of the listener(s) Use spoken language to develop through speculating, hypothesising, imagining and exploring ideas	Select and use appropriate registers for effective communication Consider and evaluate different viewpoints, attending to and building on the contributions of others
Word reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Re-read these books to build up their fluency and confidence in word reading
Comprehension	Listen to, discuss and express views about a wide range of stories and non-fiction at a level beyond that at which they can read independently Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in stories	Listen to, discuss and express 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 Recognise simple recurring literary language in poetry Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases

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<p>Writing - Transcription</p>	<p>Learn the possessive apostrophe (singular) - for example, the girl's book</p> <p>Distinguish between homophones and near-homophones</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GCPs, common exception words and punctuation taught so far</p> <p>Continually refer to year 2 spelling list</p>	<p>Apply spelling rules and guidance, as listed in <u>English Appendix 1</u></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GCPs, common exception words and punctuation taught so far</p> <p>Continually refer to year 2 spelling list</p> <p>Revision of spelling rules</p>
<p>Writing - Handwriting</p>	<p>Form lower case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	
<p>Writing - Composition</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing for different purposes <p>Consider what they are going to write before beginning by:</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p>

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<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use apostrophes for contracted forms and the possessive (singular)</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use commas for lists</p> <p>Use subordination and coordination</p> <p>Use some features of written Standard English</p>	<p>Use subordination and coordination</p> <p>Use the grammar for year 2 in <u><i>English Appendix 2</i></u></p> <p>Use some features of written Standard English</p>