

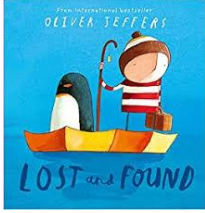
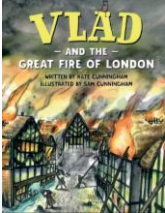




Year 2 English Long Term Plan



Year 2 English Long Term Plan




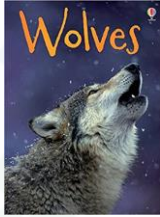


Term	Subject	Overview	
Autumn Term	Writing	<p>Fiction - Narrative Writing – Simple Adventure Story ('Lost and Found' By Oliver Jeffers)</p> <p>Non-Fiction – Recount – Diary Writing ('Vlad and the Great Fire of London' By Kate Cunningham)</p> <p>Poetry – Structured poems ('Vlad and the Great Fire of London' By Kate Cunningham)</p> <p>Fiction - Narrative Writing – Character description ('Vlad and the Great Fire of London' By Kate Cunningham)</p> <p>Fiction - Narrative Writing – Setting Description ('Wind in the Willows' by Kenneth Grahame)</p> <p>Fiction - Narrative Writing – Adventure Story ('Wind in the Willows' by Kenneth Grahame)</p>	
	Core Text/s	<p>Transition Text</p> <p>Lost and Found By Oliver Jeffers</p> 	<p>Vlad and The Great Fire of London By Kate Cunningham</p>  <p>Wind in the Willows By Kenneth Grahame</p> 
	Reading	<p>Independent / Group / 1:1 Reading</p> <p>Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Sequence)</p> <p>Daily Reading of phonic words and sentences</p> <p>Daily Core Text GR Sessions & Comprehension</p> <p>Story Time (Daily)</p>	
	PaG	<p>Say out loud what they are going to write about</p> <p>Write basic sentences with a capital letter and full stop</p> <p>Nouns – common and Proper nouns</p> <p>Writing questions – using a question mark</p> <p>Exclamation marks</p>	<p>Verbs</p> <p>Adverbs</p> <p>Adjectives</p> <p>Expanded noun phrases</p>
	Phonics	<p>The children follow the Phonics Scheme, 'Song of Sounds'.</p> <p>Recap all 26 initial letter sounds</p> <p>Recap digraphs from Year 1</p> <p>Spell CVC, CCVC, CVCC words</p> <p>Unit related spellings</p> 	



Year 2 English Long Term Plan

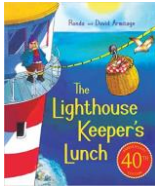
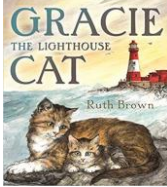
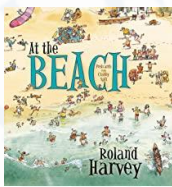
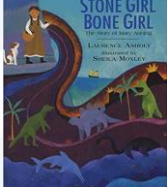


Term	Subject	Overview
<p style="text-align: center; font-size: 2em; font-weight: bold;">Spring Term</p>	<p style="text-align: center; font-weight: bold;">Writing</p>	<p>Fiction - Narrative Writing – Setting Description (<i>‘Hansel and Gretel’</i> by Anthony Browne)</p> <p>Fiction - Narrative Writing – Contemporary Story (<i>‘The Three Little Wolves and the Big Bad Pig’</i> By Eugene Trivizas)</p> <p>Fiction - Narrative Writing – Stories that raise a dilemma (<i>‘The True Story of the Three Little Pigs’</i> by Jon Scieszka)</p> <p>Non-Fiction – Recount – recount of the wolf’s journey to the pigs’ houses (<i>‘The True Story of the Three Little Pigs’</i> by Jon Scieszka)</p> <p>Non Fiction - Persuasion text (<i>‘Wolves’</i> By James Maclaine)</p> <p>Non-Fiction – Non-chronological Report about wolves (<i>‘Wolves’</i> By James Maclaine)</p> <p>Non Fiction – Explanatory text – life cycle of a wolf (<i>‘Wolves’</i> By James Maclaine)</p>
	<p style="text-align: center; font-weight: bold;">Core Text/s</p>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Hansel and Gretel By Anthony Browne</p>  </div> <div style="text-align: center;"> <p>The Three Little Wolves and the Big Bad Pig By Eugene Trivizas</p>  </div> <div style="text-align: center;"> <p>The True Story of the Three Little Pigs By Jon Scieszka</p>  </div> <div style="text-align: center;"> <p>Wolves By James Maclaine</p>  </div> </div>
	<p style="text-align: center; font-weight: bold;">Reading</p>	<p>Independent / Group / 1:1 Reading</p> <p>Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Sequence)</p> <p>Daily Reading of phonic words and sentences</p> <p>Daily Core Text GR Sessions & Comprehension</p> <p>Story Time (Daily)</p>
	<p style="text-align: center; font-weight: bold;">PaG</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Knowing and using statements, questions, exclamations and commands</p> <p>Using suffixes like <i>-ness, -er, -est, and -ly</i></p> <p>Contractions</p> <p>Commas to separate items in lists</p> </div> <div style="width: 45%;"> <p>Homophones and near homophones</p> <p>Joining clauses using a range of conjunctions</p> <p>Using the present tense and past tense correctly</p> <p>Expanded noun phrases</p> <p>Verbs – adverbs</p> </div> </div>
	<p style="text-align: center; font-weight: bold;">Phonics</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The children follow the Phonics Scheme, ‘Song of Sounds’.</p> <p>Daily recap of prior learning</p> <p>Learn new digraphs and trigraphs including: ey y ie (making the /ee/ sound), wr (r) wh (w) ph (f), o (u) a (o) or (er), kn gn nn (making the /n/ sound)</p> </div> <div style="width: 45%;"> <p>Unit related spellings</p> <p>Spell CVC, CCVC, CVCC words</p> <p>Spell Tricky words for Year 2</p> <p>Spell common exception words for Year 2</p> </div> </div>



Year 2 English Long Term Plan



Term	Subject	Overview
<p style="text-align: center; font-size: 2em; font-weight: bold;">Summer Term</p>	<p style="text-align: center; font-weight: bold;">Writing</p>	<p>Fiction - Narrative Writing - Character Description ('Lighthouse Keeper's Lunch' By Ronda & David Armitage) Non-Fiction – Recount – Mr Grinling's Diary ('Lighthouse Keeper's Lunch' By Ronda & David Armitage) Non-Fiction – Instructional Text – writing a recipe ('Lighthouse Keeper's Lunch' By Ronda & David Armitage) Fiction - Narrative Writing – Stories that raise a dilemma ('Gracie the Lighthouse Cat' by Ruth Brown) Fiction - Narrative Writing – Setting Description ('At the Beach' by Roland Harvey) Poetry – Visual poems ('At the Beach' by Roland Harvey) Non-Fiction – Non-chronological Text – fact file about Grace Darling ('Stone Girl Bone Girl' by Ruth Brown)</p> <div style="border: 2px solid black; padding: 10px; text-align: center; width: fit-content; margin: 20px auto;"> <p style="font-size: 1.5em; font-weight: bold;">End of KS1 Statutory Assessments</p> </div>
	<p style="text-align: center; font-weight: bold;">Core Text/s</p>	<p style="text-align: center;"> Lighthouse Keeper's Lunch By Ronda & David Armitage  </p> <p style="text-align: center;"> Gracie The Lighthouse Cat By Ruth Brown  </p> <p style="text-align: center;"> At the Beach By Roland Harvey  </p> <p style="text-align: center;"> Stone Girl Bone Girl By Laurence Anholt  </p>
	<p style="text-align: center; font-weight: bold;">Reading</p>	<p>Independent / Group / 1:1 Reading Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS Daily Reading of phonic words and sentences Daily Core Text GR Sessions & Comprehension Story Time (Daily)</p>
	<p style="text-align: center; font-weight: bold;">PaG</p>	<p>Homophones and near homophones Joining clauses using a range of conjunctions Using the progressive form of verbs in the present and past tense Expanded noun phrases Verbs – adverbs</p> <p style="text-align: right;">Using suffixes such as –ness or –er to form nouns Using suffixes such as –er or –est in adjectives and –ly to turn adjectives into adverbs Using apostrophes to mark where letters are missing and to mark singular possession</p>
	<p style="text-align: center; font-weight: bold;">Phonics</p>	<p>The children follow the Phonics Scheme, 'Song of Sounds'. Daily recap of prior learning Learn new digraphs and trigraphs including: s se ce (making the /s/ sound), ge, dge, g (making the /j/ sound), le el al (making the /l/ sound), a ar ore (making the /or/ sound), s ti ci (making the /sh/ sound)</p> <p style="text-align: right;">Unit related spellings Spell Tricky words for Year 2 Spell common exception words for Year 2 Spell contracted words e.g. do not = don't</p>