

Year 2 English Long Term Plan

	Autumn 1 7 weeks	Autumn 2 7 weeks
Curriculum Areas	Explorers Living Things and Their Habitats	Seasonal and Daily Weather Living Things and Their Habitats
CLPE Texts	Man on the Moon – A Day in the Life of Bob Simon Bartram (6 weeks)	Rapunzel by Bethan Woollvin (5 weeks)
Writing Outcomes	Annotations Questions for hot seating A letter or email to Bob Character description – pen portrait Questions and Hypotheses to research Research notes A chosen form of non-fiction (fact file, information book, poster, website page, documentary) Captions and labels for the souvenir stand Alien character fact file or Top Trump card Writing in role (thought or speech bubbles, postcard, diary entries) Simple recount (postcard) Simple instructions (guidance for Moon tourists) Advertisement of choice (e.g. poster, brochure, televised) Simple narrative (written from an alternative perspective: Alien on Earth (a day in the life of _____))	Shared Writing Writing in role Poetry Explanatory writing Bookmaking and Publishing
Grammar Focus	<u>Adverbials and Adverbial Phrases:</u> For as long as...On the way...When they do...On the moon...By [four-thirty]...Occasionally... After lunch...At the end of the working day...At home...Finally... soundly, patiently, carefully <u>Conjunctions in compound sentences:</u> before, and, otherwise, so, but, and <u>Prepositions:</u> into, on, in, behind, under, inside <u>Expanded noun phrases:</u> stripy mug, rocket launch-pad, chocolate toffees, special moon suit, fantastic rocket ship, sweet packets, tourist spaceships, guided tour, small souvenir stand, plastic moon models	<ul style="list-style-type: none"> • Suffixes Adverbs – ‘ly’ suffix Verbs – ‘ed’ suffix and ‘ing’ suffix Plurals - +’s’ – change ‘y’ to ‘i’ then ‘es’

Year 2 English Long Term Plan

	Spring 1 5 weeks	Spring 2 6 weeks	
Curriculum Areas	Animals including Humans Our Local Area	Animals including Humans Exploring the 7 continents and 5 oceans relating to a small area in a contrasting non-European country	
CLPE Texts	Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morss, illustrated by Cinyee Chiu 4 weeks	Lila and the Secret of Rain by David Conway and Jude Daly 4 weeks	
Writing Outcomes	Free verse poetry about winter Notes to record thinking and ideas Expressive writing in role Thoughts, ideas and inferences about characters Setting illustrations Comparative free verse poetry Nature study drawings and annotations Scripts for a documentary video Referential writing – science experiment write up Explanation writing Instructions Notes and illustrations to summarise learning Storyboard for a picturebook narrative Own picturebook narratives	Short narrative descriptions Thought bubbles/ speech bubbles/ direct speech Story maps Narratives based on known text Fact files Non-chronological reports/ information texts Signs with captions	
Grammar Focus	<ul style="list-style-type: none"> expanding noun phrases using verbs, adverbs and adverb phrases creating compound sentences using co-ordinating conjunctions like and, but and so. The book gives examples of fronted adverbials. Although this is a lower KS2 objective, children will benefit from hearing these read aloud and may pick these up to use in their own writing, e.g.: When it was summer... When I went back 	<p>Spelling: ‘ed’ endings: stayed, wanted, walked, reached, looked, remained, burned double consonant ‘+ ed’: hugged</p> <p>‘-e’ then ‘+ed’: lived, chased, relieved change ‘y’ to ‘i’ then ‘+ed’: dried ‘ing’ endings: burning, talking,</p>	<ul style="list-style-type: none">

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Spelling:

Suffixes	'-ed' suffix		'-ing' suffix			Plurals			
	simply + ed	-e then +ed	simply + ing	double consonant then + ing:	-e then +ing	simpl y + s	+ es	double consonant then + s:	change y to ie, then +s
safely	stayed	dived	sleeping		having	trees			butterflies
deeply	fluttered		waiting		hiding	flowers			
secretly	helped		croaking		breathing	birds			
	looked		telling						

failing, weeping, blocking, scorching, filling, crying, knowing '-e' then '+ing': shining, celebrating, dancing
 '+s' plurals: ships, waves, caves, stars,
 'ly' endings: carefully, joyfully, suddenly
 '-er' endings: higher, darker
 '-est' endings: highest, saddest
compound words: firewood, without, grandfather, everything, mountaintop, raindrop

Year 2 English Long Term Plan

	Summer 1 6 weeks	Summer 2 6 weeks
Curriculum Areas	The UK - Banks Plants and Living Things	The Seaside Materials and Their Properties
CLPE Texts	Between Tick and Tock by Louise Greig and Ashling Lindsay 5 weeks	The Secret of Black Rock by Joe Todd-Stanton 4 weeks
Writing Outcomes	<p>Sentences to articulate and summarise</p> <p>Descriptive words and phrases</p> <p>Poetry</p> <p>Interview questions for characters</p> <p>Writing in role</p> <p>Personal narrative</p> <p>Notes of advice</p> <p>Guidance booklet</p> <p>Character description</p> <p>Dialogue</p> <p>Simple playscript</p> <p>Book blurb</p> <p>Punctuating dialogue</p> <p>Information text</p> <p>Comparative descriptions</p> <p>Notes of gratitude</p> <p>Planning for and recording acts of kindness</p> <p>Persuasive text – a campaign for kindness</p> <p>Extended Story</p>	<p>Role on the Wall</p> <p>Information Writing in a range of forms</p> <p>Personal Narrative</p> <p>Thought Bubbles</p> <p>Questions and suggestions</p> <p>Diary entry in role</p> <p>Stream of Consciousness</p> <p>Poetry</p> <p>Persuasive argument</p> <p>Letters and notes</p> <p>Recipes and Instructions</p> <p>Book Review</p>
Grammar Focus	<ul style="list-style-type: none"> • use grammatical terminology in the context of reader response and writing conferences. • draw on and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words, to their independent writing • legible handwriting in presenting and publishing their written work to their readers. 	Recap of Year 1 and 2 grammar objectives – with an aim to consolidate and secure concepts within work produced.

Year 2 English Long Term Plan

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>–ful, –less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma