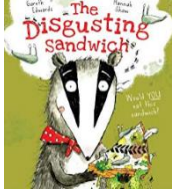
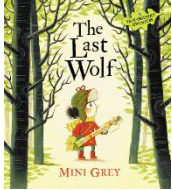
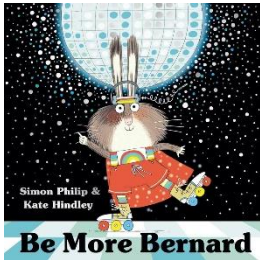
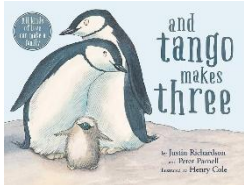
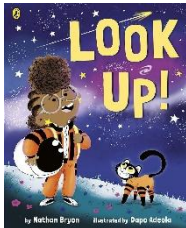
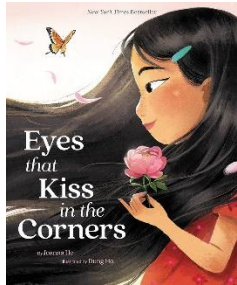
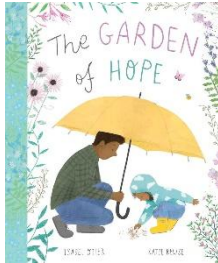
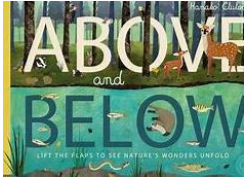
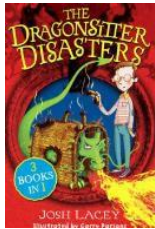
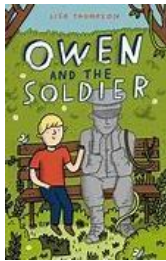
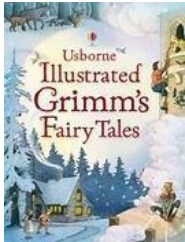




Year 2 English Long Term Plan: Writing, Reading and Oracy

Year 2						
	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text & Writing Outcomes	<u>Troll Swap by Leigh Hodgkinson</u> 	<u>The Owl who was afraid of the dark by Jill Tomlinson</u> 	<u>Man on the Moon by Simon Bartram</u> 	<u>The Disgusting Sandwich by Gareth Edwards</u> 	<u>The Last Wolf by Mini Grey</u> 	<u>Grandad's Secret Giant by David Litchfield</u> 
	Final Writing Outcome - fiction: Adventure narrative (character-driven retell) Incidental Writing Opportunities: Character descriptions, setting description, letter, diary	Final Writing Outcome – non-fiction: Information text Incidental Writing Opportunities: Setting description, character description, letter, diary,	Final Writing Outcome - fiction: Adventure narrative (plot-driven) Incidental Writing Opportunities: job advert, character	Final Writing Outcome - fiction: Linear narrative Incidental Writing Opportunities: Description of sandwiches, character description, letters, recount	Final Writing Outcome - fiction: Letter in the role Incidental Writing Opportunities: Instructions, setting description, character description, diary, letter	Final Writing Outcome - fiction: Narrative with moral focus Incidental Writing Opportunities: Character description, diary, advert to come to Gableview (setting description)

	Revisit outcome: instructions (how to be a good troll) (Y1 revisit)	Revisit outcome: letter giving advice to Plop (Y2, A1 revisit)	description, letter, diary, instructions Revisit outcome: Non-fiction information text about space/the moon (Y2, A2 revisit)	Revisit outcome: instructions (Y2, A1 revisit)	Revisit outcome: warning sign (setting description) linked to narrative (Y2, Sp2 revisit)	Revisit outcome: letter in the role of child/giant/Grandad (Y2, Su1 revisit)
Celebration of Diversity and Inclusion Text and Writing Outcomes	<i>Is being resilient always easy?</i> <u>Be more Bernard</u> by Simon Philip and Kate Hindley  Final Writing Outcome: letter reply to an agony- aunt style question	<i>What makes a family?</i> <u>And Tango Makes Three</u> by Justin Richardson  Final Writing Outcome: instructions (Y2, A1 revisit)	<i>Does what other people think about our hopes and dreams matter?</i> <u>Look Up!</u> by Nathan Bryon  Final Writing Outcome: advert/flyer to persuade people to come to the moon/meteor	<i>Why is it important to love yourself?</i> <u>Eyes That Kiss in the Corners</u> by Joanna Ho  Final Writing Outcome: a poem in the style of the author (what you love about yourself)	<i>What can hope look like?</i> <u>The Garden of Hope</u> by Isabel Otter and Katie Rewse  Final Writing Outcome: Section of linear narrative with focus on setting description (Y2, Sp2 revisit)	<i>Is it always easy to make the right choice?</i> <u>The Magic Paintbrush</u> by Julia Donaldson  Final Writing Outcome: letter to advise Shen – linked to conscience alley (Y2, A1 revisit)

			showers (setting description, lists			
<u>Reading Focus: Texts and Skills</u>	Trolls Go Home By Alan McDonald  <u>Mastery Skills:</u> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done	Above and Below By Patricia Hegarty  <u>Mastery Skills:</u> • Introduce non-fiction books that are structured in different ways • Answer and ask questions	The Dragonsitter disasters by Josh Lacy  <u>Mastery Skills:</u> • Introduce non-fiction books that are structured in different ways • Answer and ask questions • Make inferences on the basis of what is being said and done	Owen and the Soldier by Lisa Thompson  <u>Mastery Skills:</u> • Make inferences on the basis of what is being said and done • Discuss their favourite words and phrases	Fantastic Mr Fox by Roald Dahl  <u>Mastery Skills:</u> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done	Grimm's Fairytales Usbornebooks  <u>Mastery Skills:</u> • Discuss their favourite words and phrases • Answer and ask questions

<u>Class Author Study</u>	Julia Donaldson 	Mini Grey 	Emily Gravett 	Raymond Briggs 	Roald Dahl 	Jeanne Willis 
<u>Oracy Curriculum and Skill Development</u>	What are we remembering on Remembrance Day? Focus: Questioning & Listening Mastery skills: Asking meaningful questions and answering in full sentences Oracy Strands: linguistic, cognitive Oracy Outcome: a discussion using historical knowledge based on the key question – Why a Poppy?		Does what other people think about our hopes and dreams matter? Focus: Performance and Drama Mastery skills: Use of tone, character voice, memorisation Oracy Strands: Physical, Social & Emotional Oracy Outcome: to perform a section of narrative (based on Man on the Moon or Look Up!) to a small group		Is it always easy to make the right choice? Focus: Introducing Debate Mastery skills: Understand that in a debate there are reasons for and against, giving simple reasons for opinions using ‘because’, listening respectfully, being able to identify something you agree or disagree with Oracy Strands: Cognitive, Social & Emotional Oracy Outcome: a light debate in a group based on the PSHCE text ‘The Magic Paint Brush’	