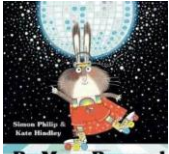
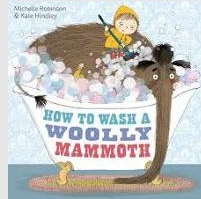
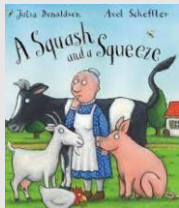
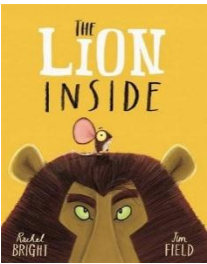
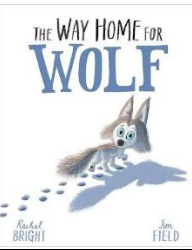
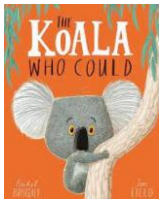




English Long-Term Plan

Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text & Text type	 Meerkat Mail by Emily Gravett WI - writing facts (non-chron)	 Be More Bernard by Simon Phillip & Kate Hindley WE - Narrative retelling	 The Bear and the Piano by David Litchfield WI - Non-Chron	 How to Wash a Woolly Mammoth WI - instructions	 Ruby's Worries by Tom Percival WI - instructions	 Toby and The Great Fire of London by Margart Nash & Jane Cope WE - Narrative
Success Criteria	Title Opening Sentence Facts Labels or captions Pictures Full stops	Expanded Description Use of adjectives Simple Dialogue Varied sentence openers Clear structure Check for sense	Title Opening Sentence Facts Labels or captions Pictures Full stops	Clear Purpose Imperative verbs Time connectives List of equipment Numbered steps diagrams	Clear Purpose Imperative verbs Time connectives List of equipment Numbered steps diagrams	Expanded Description Use of adjectives Simple Dialogue Varied sentence openers Clear structure Check for sense
SPaG to be Taught	☐ Statements ☐ Present tense ☐ Expanded noun phrases ☐ Basic conjunctions (and, but)	☐ Past tense ☐ Sentence types: statements & questions ☐ Expanded noun phrases (build on Autumn 1)	Coordination (and, but, or) Apostrophes for contractions Generalising language (most, some, many) Suffixes (-ful, -less, -ly, -ness, -ment)	☐ Imperative verbs ☐ Commands ☐ Adverbs of time (first, next, finally)	More complex noun phrases (two adject prepositional detail) Editing for sense (ET3/ET9)	☐ Paragraph awareness (grouping ideas) ☐ Editing for clarity ☐ Final tense consolidation
SPaG to Revisit	☐ CL/FS ☐ Finger spaces ☐ CEWs ☐ Segmenting for spelling	☐ Basic conjunctions ☐ CL/FS ☐ CEWs	☐ Present tense ☐ Expanded noun phrases ☐ Commas in lists ☐ Subordination	Commas in lists Coordination Expanded noun phrases Suffixes	☐ Imperatives ☐ Adverbs of time ☐ Commas in lists ☐ Coordination	☐ Past tense ☐ Subordination ☐ Adverbs ☐ Expanded noun phrases
Class Text & Text type	 A Squash and a Squeeze by Julia Donaldson WE - Narrative	 Mog's Christmas by Judith Kerr WI - Letter	 The Lon Inside by Rachel Bright WE - - Narrative Retelling	 The way home for Wolf by Rachel Bright WE - Retelling/narrative	 Barnabus Project by The Fan Brothers WE - Poetry	 The Koala who could by Rachel Bright & Jim Field WI - facts (non-chron)

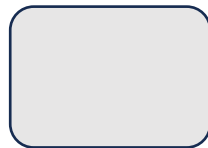


English Long-Term Plan Year 2



Success Criteria	Expanded Description Use of adjectives Simple Dialogue Varied sentence openers Clear structure Check for sense	Clear purpose Paragraphs Use of 'I' and 'you' Capital letters Emotive words Sign off	Expanded Description Use of adjectives Simple Dialogue Varied sentence openers Clear structure Check for sense	Expanded Description Use of adjectives Simple Dialogue Varied sentence openers Clear structure Check for sense	Adjectives Thyme or Rhythm Line breaks Describe feelings Use similies Read with expression	Title Opening Sentence Facts Labels or captions Pictures Full stops
SPaG to be Taught	☐ Full set of sentence types (statements, questions, exclamations, commands) ☐ Subordination (because, when, if, that) ☐ Adverbs (gently, quickly, suddenly)	☐ First-person pronouns ☐ Commas in lists ☐ Questions (polite requests)	☐ Apostrophes for singular possession ☐ Adverbs for manner (softly, bravely) ☐ Tense consistency	Apostrophes for singular possession Adverbs for manner & Emotion Tense consistency in longer retellings Subordination for cause/effect, because, when, if, that	☐ Sentence types for effect ☐ Suffixes for description (-ly, -ful) ☐ Expanded noun phrases for imagery	Generalising language Retrieval of all Y2 grammar Final application of present tense
SPaG to Revisit	☐ Past tense ☐ Expanded noun phrases ☐ Basic conjunctions	☐ Sentence types ☐ Subordination ☐ Expanded noun phrases	Past tense Subordination Expanded noun phrases	☐ Past tense ☐ Expanded noun phrases ☐ Coordination (and, but, or) ☐ Commas in lists ☐ Suffixes (-ly for adverbs) ☐ Sentence types (for dialogue or emphasis)	☐ Adverbs ☐ Apostrophes ☐ Tense consistency	☐ Coordination ☐ Subordination ☐ Suffixes ☐ Apostrophes
PVPG	PVPG focus: - SV / SVO / SVC - Expanded noun phrases - Past vs present verb phrases Example: <i>The meerkat is happy.</i> → <i>The small meerkat is happy today.</i>		Writing focus: non-chron reports, instructions PVPG focus: - Subordination (because/when/if/that) - Adverbials of time & manner - Verb phrases for instructions		Writing focus: extended narrative, poetry, fact files PVPG focus: - SVOA with detail - Complex noun phrases - Editing using PVPG questions	
Handwriting	*Letter-family recap – revisit l t i j u y with focus on size and capitals *Second family recap – r n m h b p with attention to height and baseline *Curves family recap – c o a d g q s f e with posture and spacing checks *Zig-zag family recap – v w z x k with consistent height *Diagonal joins introduction – simple joins such as l-o, t-e, i-n *Diagonal join consolidation – apply joins in short words and revisit all families	* Diagonal join review – accuracy, slant and entry/exit points * Horizontal joins introduction – joins such as s-e, f-r, o-w * Horizontal join consolidation – smooth transitions in model words * Mixed join practice – combine diagonal and horizontal joins * Letter-family refresh – quick-write drills across all families * Mid-term recap – joins + families in dictated sentences	* Join review – alternating diagonal/horizontal joins in word chains * Break-letter introduction – letters that should not be joined (b, o, r, q, t, d) * Break-letter consolidation – spacing practice in short lists * Capitals_and_digits – correct orientation and spacing in titles/dates * Mixed writing practice – joined, unjoined and capitals in sentences * Term recap – self-assessment and join-spotting tasks	*Family recap with joins – embed joins into simple phrases *Fluency building – timed drills with high-frequency words *Context writing – captions, labels, guided writing *Spacing focus – window-pane method for consistent spacing *Join_and_spacing_review – compare joined vs unjoined pairs *Assessment_and_targets – portfolio check and next steps	*Capitals_and_joins_review – A-a, B-b and smooth transitions *choice_introduction – when to join for legibility * Join_choice_consolidation – diary-style paragraph writing *Spacing_and_layout – ascender/descender awareness *Creative_join_practice – captions, comic strips, simple poems * Fluency_challenge – short story using all join types	* Whole-year recap – letter-family games and join sorting * Personal_style_exploration – small variations while keeping legibility * Best_handwriting_exemplar – pupils craft a two-line model * Speed_and_accuracy – short timed dictation * Peer_feedback – two-stars-and-a-wish review * Transition_check – confirm Year 2 endpoints before Year 3

You must replace one of these with a recount from a visit or visitor that you have done.



Grey boxes indicate that these pieces are the ones that should be written as a best piece.'



English Long-Term Plan Year 2



National Curriculum Coverage

Year 2

Statutory requirements
Spelling (see English Appendix 1) Pupils should be taught to:
- spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - 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 - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Statutory requirements
Pupils should be taught to:
- develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: - 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 - make simple additions, revisions and corrections to their own writing by: - 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 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.

Spelling

dge-badge, ge-huge, g-gem, /s/ spelt c-race, /n/ spelt knand gn, /r/ spelt wr, /l/ or /el/ spelt le, /l/ or /el/ spelt el, /l/ or /el/ spelt al, words ending il, /ai/ spelt y - cry, adding es to verbs and nouns ending in y, adding ed, ing, er, est to root word ending in y with a consonant before it, adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, The /ɔ:/ sound spelt a before l and ll, The /ʌ/ sound spelt o, The /i:/ sound spelt ey, The /ɒ/ sound spelt a after w and qu, The /ɜ:/ sound spelt or after w, The /ɔ:/ sound spelt ar after w, The /ɜ:/ sound spelt s, The suffixes -ment, -ness, -ful, -less and -ly, Contractions, The possessive apostrophe (singular nouns), Words ending in -tion, Homophones and near-homophones- example words there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, Common exception words

Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (KS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The 4 main writing purposes, and some of the 'text types' that could fall under each.

Statutory requirements
Handwriting Pupils should be taught to:
- form lower-case letters of the correct size relative to one another - 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 - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Statutory requirements
Pupils should be taught to:
- develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English Appendix 2 - some features of written Standard English - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

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, she is drumming, he was shouting]
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, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma