



Y2 English Medium Term Plan

Spring Term 2



	Reading	Writing	Spelling
Week 1 23.2.26	Over the coming term, we will be using <i>Fluent in Five</i> to provide children with daily, structured opportunities to develop reading fluency. Through repeated exposure to short texts, pupils will strengthen accuracy, pace, expression, and confidence when reading aloud . This routine supports automaticity, enabling children to focus more deeply on comprehension and meaning.	Cotton Wool Colin by Jeanne Willis. During our English learning with <i>Cotton Wool Colin</i> , we will be exploring the story and using it to help us become confident writers. We'll learn how to write clear instructions using imperative verbs, headings and simple organisational features. We'll also retell parts of the story in our own words, practising using different sentence types such as statements, questions, exclamations and commands. As we write, we'll focus on keeping our tense consistent, choosing precise verbs and adverbs, and joining our ideas using coordinating conjunctions like and, or and but, as well as using because to explain our thinking. We'll plan our ideas, write in sequence, and work with partners to edit and improve our work.	Lesson 57 - Baseline Test Lesson 58 - 61 - Phonics Revision Lesson 62 - Homophones and near homophones Lessons 63-64 - Phonics Revision and Curriculum Words. Lesson 65 - The /s/ sound spelt c before e, i and y & curriculum words Lesson 66 & 67 - The /s/ sound spelt c before e, i and y. Lessons 68-70 Advanced Code Lesson 71 - The Suffix -ness Lesson 72 - The Suffix -less Lesson 73 - The Suffix -ness & -less Lesson 74 - Recap of Yr1 - Adding -s to make plurals. Lesson 75 - Re-cap of Yr1 - Adding -es to make plurals. Lesson 76 - Adding -es to nouns and verbs ending in -y Lesson 77 - Adding -s & -es to nouns and verbs to make them plural Lesson 78 - Adding -s and -es to nouns and verbs ending in -y Lesson 79 - Revision Lesson 80 End of unit test
Week 2 2.2.26			
Week 3 9.2.26			
Week 4 16.2.26			
Week 5 23.2.26		Not Quite a Narwhal by Jessie Sime During our English learning with <i>Not Quite a Narwhal</i> , we will be using the story to help us become confident narrative writers. We'll explore the characters and events, then retell parts of the story in our own words, focusing on using clear sentences and keeping our tense consistent. We'll build our writing using coordinating conjunctions such as and, or and but, and use because to explain ideas. We'll also practise using different sentence types—statements, questions, exclamations and commands—to make our writing more interesting. As we work, we'll plan our ideas using key words, sequence our sentences carefully, and edit our writing with a partner to check for spelling, grammar and punctuation.	