
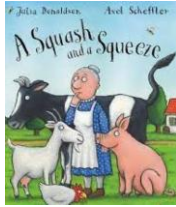
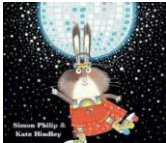

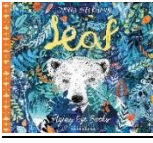
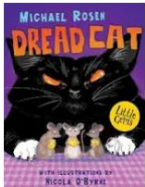
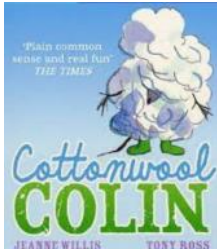

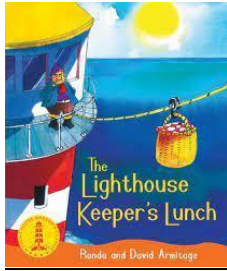
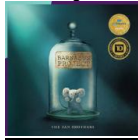

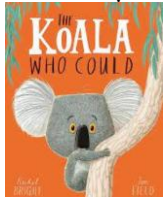




English Long-Term Plan

Year 2
2025-2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 Meerkat Mail by Emily Gravett  A Squash and a Squeeze by Julia Donaldson	 Be More Bernard by Simon Phillip & Kate Hindley  Mog's Christmas by Judith Kerr	 Leaf by Sandra Dieckmann  Dread Cat by Michael Rosen	 Cotton Wool Colin by Jeanne Willis  Not Quite a Narwhal by Jessie Sima	 The Lighthouse Keepers Lunch  The Barnabus Project by The Fan Brothers	 Toby and The Great Fire of London by Margart Nash & Jane Cope  The Koala who could by Rachel Bright & Jim Field
Text Types Suggestions given. Should include 2 recounts over the year from a personal experience such as a trip/visitor	WI - writing facts (non-chron) WE - Narrative	WI - Letter WE - Narrative retelling	WI - Non-Chron WE - - Narrative Retelling	WI - instructions WE - Retelling/narrative	WI - instructions WE - Poetry	WE - Narrative WI - facts (non-chron)
Writing Composition	Simple sentences with capital letters and full stops; Using 'and' to join idea	Questions and statements; Exclamations; Expanding sentences with adjectives	Using time connectives (first, next, then); Noun phrases for description	Present and past tense consistency; Sentences with different forms (statements, questions, exclamations, commands)	Compound sentences using coordinating conjunctions (and, or, but); Using 'because' to explain	Complex sentences using subordination (when, if, because); Varied sentence openers
SPaG	Capital letters for names, places, days of week; Proper nouns vs common nouns Consistent use of full stops and capital letters (<i>recap</i>) Common exception words; Days of the week; -s and -es for plurals	Verbs identification; Simple past tense; Present continuous tense Question marks; Exclamation marks; Capital letters for proper nouns (<i>recap</i>) Common exception words (<i>recap</i>); Contractions (can't, didn't); Adding -ing to verbs	Adjectives to describe; Expanding noun phrases; Consistent use of tenses Commas in lists; Apostrophes for contraction; Full stops and capital letters (<i>recap</i>) Adding -ed, -ing (<i>recap</i>), -er, -est to words; Words ending in -y	Adverbs for how, when, where; Verbs For effect; Apostrophes for possession Apostrophes for possession (singular) Exclamation and question marks (<i>recap</i>) Homophones (<i>there/their/they're, t o/too/two</i>); Suffixes (<i>-ment, -ness, -ful</i>)	Coordinating conjunctions; Subject-verb agreement; Using commas in lists Speech marks introduction; Commas in lists (<i>recap</i>); Exclamation marks for effect Words with silent letters (knock, write); Prefixes (un-, dis-); Common exception words (<i>recap</i>)	Subordinating conjunctions; Consistent tense throughout writing; Sentence types revision Review and consistent application of all punctuation; Apostrophes (<i>recap</i>) Review of all patterns and rules; Spelling strategies; Words ending -tion
Vocabulary Development	Interesting adjectives; Story language	Topic-specific vocabulary; Words to replace 'said'	Time connectives (first, next, then, after); Descriptive language; Subject-specific vocabulary	Technical vocabulary for non-fiction reports and instructions: Headings, subheadings, labels, captions, index, contents, glossary, diagram;	Language for effect; Powerful adjectives and verbs; Similes	Selecting appropriate vocabulary; Using dictionaries; Word classes revision



English Long-Term Plan

Year 2

2025-2026



				Imperative verbs (stir, cut, fold); Precise verbs		
Planning and Drafting	Saying out loud what to write about; Composing a sentence orally before writing it	Simple planning frames; Beginning to sequence sentences	Planning writing through discussion; Saying out loud what to write (<i>recap</i>)	Planning by writing down ideas and key words; Sequence of sentences in chronological order	Planning new sections of narrative; Developing character and setting descriptions	Planning writing independently; Organizing paragraphs around themes
Editing and evaluating	Re-reading to check it makes sense; Simple editing for capital letters and full stops	Evaluating writing with teacher; Checking spelling of common exception words	Re-reading to check for sense and basic errors (<i>recap</i>); Beginning to edit own writing	Evaluating writing with teacher and peers; Proofreading to check for errors in spelling, grammar and punctuation	Assessing the effectiveness of own Making simple additions and revisions	Proofreading for spelling and punctuation errors; Reading aloud with appropriate intonation
Handwriting	Letter formation review; diagonal joins introduction	Horizontal joins practice Consistency in letter size	Consistent size of lowercase letters; suitable letter pairs; Spacing between words	Speed and fluency development; Joined writing practice; Capital letter formation	Diagonal and horizontal strokes ntly joined; Consistent style	Consolidated joined style with iate speed; Presentation skills for final
PVPG						



English Long-Term Plan

Year 2

2025-2026



National Curriculum Coverage

Year 2

Statutory requirements
Spelling (see English Appendix 1)
Pupils should be taught to:
<ul style="list-style-type: none">spell by:<ul style="list-style-type: none">segmenting spoken words into phonemes and representing these by graphemes, spelling many correctlylearning 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 homophoneslearning to spell common exception wordslearning to spell more words with contracted formslearning the possessive apostrophe (singular) [for example, the girl's book]distinguishing between homophones and near-homophonesadd suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
<ul style="list-style-type: none">apply spelling rules and guidance, as listed in English Appendix 1write 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:
<ul style="list-style-type: none">develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">writing narratives about personal experiences and those of others (real and fictional)writing about real eventswriting poetrywriting for different purposesconsider what they are going to write before beginning by:<ul style="list-style-type: none">planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentencemake simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">evaluating their writing with the teacher and other pupilsre-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproof-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, ina, er, est to root word ending in y with a consonant before it, adding the endings - ina, -ed, -er, -est and -y to words ending in -e with a consonant before it, Adding -ina, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, The /c:/ sound spelt a before l and ll, The /A/ sound spelt o, The /i:/ sound spelt -ey, The /D/ sound spelt a after w and qu, The /3:/ sound spelt or after w, The /c:/ sound spelt ar after w, The /3/ 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

Statutory requirements
Handwriting
Pupils should be taught to:
<ul style="list-style-type: none">form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersuse 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
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

Statutory requirements
Pupils should be taught to:
<ul style="list-style-type: none">develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none">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:<ul style="list-style-type: none">sentences with different forms: statement, question, exclamation, commandexpanded noun phrases to describe and specify [for example, the blue butterfly]the present and past tenses correctly and consistently including the progressive formsubordination (using when, if, that, or because) and co-ordination (using or, and, or but)the grammar for year 2 in English Appendix 2some features of written Standard Englishuse and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (UKS2)	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.