



English Long Term Plan Year 2 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider curriculum focus	Science – Health & Growth (Living Things)	History -Victorians	Science – Materials: properties and classification	Geography - Life in Kenya compared to the UK	Science – Living things and their habitats	Creative Arts
WRITING						
Purpose of writing	Writing to entertain / inform	Writing to entertain	Writing to entertain	Writing to entertain / persuade	Writing to entertain / inform	Writing to entertain
‘Driver’ Text	<p>Monkey Puzzle by Julia Donaldson</p> <p>Pip and Egg by A Latimer</p>	<p>Daisy Saves the Day by Shirley Hughes</p> <p>Major Glad, Major Dizzy by Jan Oke</p>	<p>Robot and the Bluebird by David Lucas</p> <p>Jack and the Beanstalk and other fairytales</p>	<p>Lila and the Secret of the Rain by David Conway</p> <p>Bringing the Rain to Kapiti Plain by Verna Aardema & Beatriz Vidal</p>	<p>The Secret Sky Garden by Linda Sarah</p> <p>Jasper’s beanstalk by Nick Butterworth</p> <p>Into the forest by A. Browne</p>	<p>Ossiri and the Bala Mengro by Richard O'Neill and Katharine Quarmby</p> <p>Where the Wild things are by Maurice Sendak</p>
Writing Outcomes	<p>What am I? riddle</p> <p>An animal senses poem inspired by Flowery Farm</p>	<p>Letter home from Daisy</p> <p>Retelling middle and end of Daisy Saves the Day story</p> <p>Recount of a Victorian experience</p>	<p>Diary entry by the Robot</p> <p>Retelling of Jack and the Beanstalk</p> <p>Own innovated fairytale</p> <p>Instructions – How to make a cam toy</p>	<p>Own poem based on What is Pink? C Rosetti</p> <p>Setting description of African village</p> <p>Non-chronological report – African animal</p> <p>Narrative retell of story of Lila</p>	<p>Instructions for planting seeds</p> <p>Character description of Funni</p> <p>Next chapter of Funni/ another character’s adventures.</p> <p>Recount of a trip to Delamere forest</p>	<p>Writing own stories inspired by folk tales.</p> <p>Writing own minibeast poems</p>
Reading & Supplementary Texts	Other Julia Donaldson texts eg. Smartest Giant	Other Shirley Hughes texts Non-fiction -	Fairytales with a twist Ada Twist Scientist by Andrea Beatty	Stories based in Africa eg. The Leopard’s Drum	The Seeds of Friendship by Michael Foreman The Extraordinary	Ambrose goes for Gold



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	in Town, A Squash and a Squeeze Non-fiction - Information texts about Animals	Information texts about the Victorians	Other David Lucas books Non-fiction - Information texts about materials	Ugly 5 by J Donaldson Non-fiction – Information texts about Kenya/Africa	Gardener by Sam Boughton Non-fiction – Information texts about plants	Non-fiction – Information texts about minibests
Opportunities for oracy	Performing poems in class	Opportunity to speak in front of an audience through the Nativity play.	Getting into character acting out scenes from book.	Children to create their own weather report comparing Kenya and UK.	Rhyme challenge- learn and recite poems	Group and Class opportunities of oral story telling

SPAG Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<ul style="list-style-type: none">• The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.• The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ (city, ice, cell)• The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words• The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ (wall, fall).• To spell words with the ‘igh’ sound spelt ‘y’ at the end of a word.• Words ending in ‘-tion’.• Introduce Year 2 homophones when relevant. (example homophones: see/sea,	<ul style="list-style-type: none">• The /r/ sound spelt ‘-wr’ at the beginning of words (write, wrong).• The /l/ or /ə/ sound spelt ‘-le’ at the end of words (apple).• Adding ‘-es’ to nouns and verbs ending in ‘y’.• Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-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 /aɪ/ sound spelt ‘y’ at the end of words• The /i:/ sound spelt ‘-ey’.• The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (squash, was, want) .	<ul style="list-style-type: none">• The /l/ or /ə/ sound spelt ‘-el’ at the end of words.• The /l/ or /ə/ sound spelt ‘-al’ at the end of words.• The /l/ or /ə/ sound spelt ‘-il’ at the end of words (unusual spelling).• Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’.• The /ʌ/ sound spelt ‘o’ (mother, brother, other).• The /ɜ:/ sound spelt ‘or’ after ‘w’ (worm, word, worst).• The /ɔ:/ sound spelt ‘ar’ after ‘w’ (war, warm, towards) .			



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	<p>be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two).</p> <ul style="list-style-type: none"> Can spell some common exception words 	<ul style="list-style-type: none"> The suffixes '-ful', '-less' and '-ly'. The possessive apostrophe (singular nouns). Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>). Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant. Can spell many common exception words 	<ul style="list-style-type: none"> The sound spelt 's' in television, treasure, usual. The suffixes '-ment', '-ness'. Revision of homophones. Can spell most common exception words
Punctuation	<ul style="list-style-type: none"> Can use capital letters for the beginning of a sentence and full stops accurately in a simple statements. Can use a capital letter for the pronoun I and names of people. Beginning to independently use question marks. Beginning to identify the apostrophe in a piece of writing and understand its function 	<ul style="list-style-type: none"> Can use the capital letter for proper nouns that have been taught within a unit of writing (days, months, London, Paris). Can use question marks within a piece of writing. Can use capital letters and full stops accurately in compound and complex sentences. Beginning to use exclamation marks. Can use a comma to separate 2 adjectives. Can write contractions using the apostrophe. With support, can use the apostrophe to show singular possession 	<ul style="list-style-type: none"> Can use capital letters and full stops accurately (including proper nouns and for the personal pronoun I) with a variety of sentence structures. Can use question marks and exclamation in a piece of writing. Can use commas to separate items in a list. Is beginning to use the apostrophe accurately in their writing.
Vocabulary and Grammar	<ul style="list-style-type: none"> Understand and identify a wider range of nouns, verbs and adjectives. (including state of being: is, was, be). With support can use co-ordination (using and, but). With support, can use subordination (using because). Can begin to use expanded noun phrases for description. Can confidently recognise the difference between a statement and a question. 	<ul style="list-style-type: none"> Can confidently use and/but for coordination. Can confidently use because for subordination. With support, can use or for co-ordination. With support, can use when, if, that for subordination. Can confidently use expanded noun phrases for description. Can begin to use expanded noun phrases for specification (with phrases). Can identify a statement, question and command. 	<ul style="list-style-type: none"> Can confidently think of their own nouns, verbs and adjectives for their writing. Can vary their sentence structure to include simple, compound and complex sentences using the taught conjunctions. Can confidently use expanded noun phrases for specification. Can recognise a statement, question, command and exclamation. Can confidently write their own statements, questions and commands.



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	<ul style="list-style-type: none">• Can recognise whether their writing is written in the past tense.• Understands that 2 words can create a past or present tense verb (past/present progressive) such as is walking, was walking	<ul style="list-style-type: none">• Can confidently write their own questions and statements.• Can use the present and past progressive form of verbs in their writing.	<ul style="list-style-type: none">• With support, can write exclamation sentences.• Is confidently writing in 1 tense throughout their writing.
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