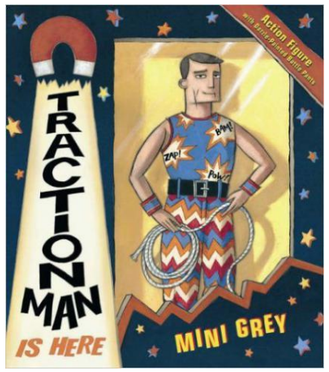
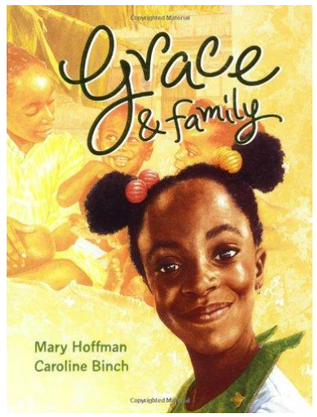
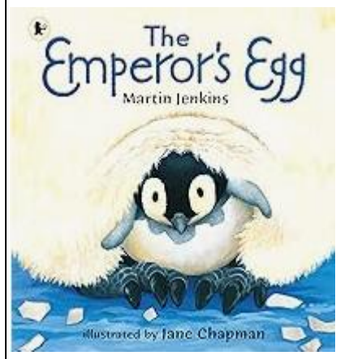
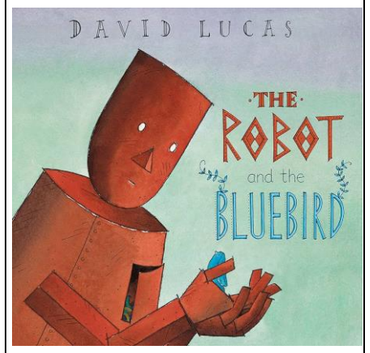
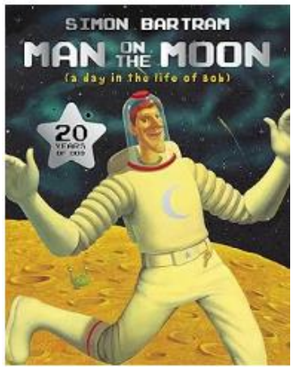
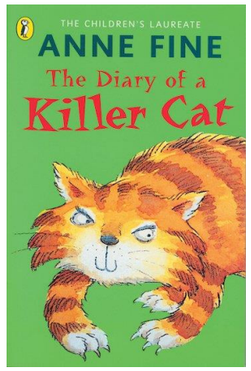
Scartho Gateway Academy Long Term English Plan: The Power of Reading

Milestone 1: Year 2

Year 2	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Theme	Being Imaginative	Belonging and identity	Awe and wonder in the natural world	Helping others in need	Challenging stereotypes and respecting the world	Exploring the world
Type of text	Picture Book	Classic Texts and Modern Classics	Non-fiction	Traditional Tales	Contemporary	Building Reading Stamina
Power of Reading text:	Traction Man is Here by Mini Grey 	Grace and Family by Mary Hoffman 	The Emperor's Egg by Martin Jenkins 	The Robot and the Bluebird by David Lucas 	Man on the Moon: a day in the life of Bob by Simon Bartram 	Diary of a Killer Cat by Anne Fine 
Links to additional texts to support reading and story time (end of the day).	• Eliot, Midnight Superhero, Ann Cottringer and Alex T Smith (Scholastic) • Newspaper Boy and Origami Girl, Michael Foreman (Andersen Press) • The Little Bookshop and the Origami Army, Michael Foreman (Andersen Press) • The Cat, The Dog, Little Red, the Exploding Eggs, the Wolf and Grandma's Wardrobe, Diane and Christyan Fox (Words & Pictures)	• 'Amazing Grace', 'Grace and Family', 'Princess Grace' and 'Grace at Christmas' • 'Starring Grace', 'Encore Grace' and 'Bravo Grace!' • 'To Market to Market' by Anushka Ravishankar • 'Bear in the Cave' (Market scene) by Michael Rosen	• Anna Claybourne: Animals on the Edge: Penguin (Bloomsbury) • Valerie Bodden: Animals Are Amazing: Penguins (Franklin Watts) • Sharon Katz Cooper: When Penguins Cross the Ice: The Emperor Penguin Migration (Raintree) • Polly Dunbar: Penguin (Walker) • Oliver Jeffers: Lost and Found (HarperCollins) • Petr Horáček: Blue Penguin (Walker)	• Little Home Bird by Jo Empson • The Happy Prince by Oscar Wilde as retold by Jane Ray in The Emperor's Nightingale and Other Feathery Tales • The Giving Tree by Shel Silverstein • Bluebird by Bob Staake	• Look Up! Nathan Byron and Dapo Adeola (Puffin) • Mrs Noah's Pockets, Jackie Morris and James Mayhew (Otter-Barry Books) • Hansel and Gretel, Bethan Woollvin (Two Hoots) • The Dark, Lemony Snicket and Jon Klassen (Orchard) • The Secret of Black Rock, Joe-Todd Stanton (Flying Eye) • The Snail and the Whale, Julia Donaldson and Axel Scheffler (Macmillan)	• The Diary of a Killer Cat Illustration (chapter 1: Monday) • The Diary of a Killer Cat Extracts (chapter 7: Saturday) • The Return of the Killer Cat by Anne Fine Killer Cat Strikes Back by Anne Fine • The Killer Cat's Birthday Bash by Anne Fine • The Killer Cat's Christmas by Anne Fine • The Killer Cat Runs Away by Anne Fine

	• Send for a Superhero, Michael Rosen and Katharine McEwen (Walker)					
Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term, teachers must ensure children have had the following writing opportunities: - Fiction/poetry - Non-fiction	**Fiction** Writing in role - Diary entry **Non-fiction** Instructions	**Fiction** Narrative - Dilemma **Non-fiction** Explanation text about Gambia	**Poetry** Shape poem on a penguin **Fiction** Descriptive writing **Non-fiction** Non-chronological report	**Fiction** Alternative traditional tale **Poetry** Free Verse **Non-fiction** Discussion - Debate writing	**Fiction:** Narrative - Science Fiction **Non-Fiction:** Recount - Diary entry	**Fiction** Narrative - Adventure **Non-fiction** Newspaper report
Shorter writing opportunities.	Diary entry - writing in role Character descriptions Comic strip Writing captions Annotating characters Predictions Inference - Role on the wall Thank you cards Story mapping and retelling Bookmaking	Role on the wall Diary entries Character description Setting description Collective poem Emotion's graph Story mapping Writing in role - postcards Oral storytelling Illustrated storybook	Shared descriptive writing Poetry Researching and note making Information writing Book making Captions Glossary	Captions Letter Free verse poetry Story maps Retelling from alternative perspectives	Role on the wall Book talk Composing questions Comic strips Fact or fiction Researching Informative writing Bookmaking Character descriptions Setting description Poetry Tough tracking Drawing and annotating Story mapping	Thought bubbles Diary entry Retelling events from character's perspectives Role on the wall 'Tell Me' responses Predictions Review

National Curriculum coverage - Reading

1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Read accurately words of two or more syllables that contain the same graphemes as above
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
9. Develop pleasure in reading, motivation to read, vocabulary and understanding by:
10. Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
11. Discussing the sequence of events in books and how items of information are related
12. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
13. Being introduced to non-fiction books that are structured in different ways
14. Recognising simple recurring literary language in stories and poetry
15. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. Reread these books to build up their fluency and confidence in word reading

16. Discussing their favourite words and phrases
17. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
18. Understand both the books that they can already read accurately and fluently and those that they listen to by:
19. Drawing on what they already know or on background information and vocabulary provided by the teacher
20. Checking that the text makes sense to them as they read, and correcting inaccurate reading
21. Making inferences on the basis of what is being said and done
22. Answering and asking questions
23. Predicting what might happen on the basis of what has been read so far
24. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
25. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

National Curriculum coverage - Writing

Transcription

1. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
2. 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.
3. Learning to spell common exception words.
4. Learning to spell more words with contracted forms.
5. Learning the possessive apostrophe (singular) [for example, the girl's book].
6. Distinguishing between homophones and near-homophones.
7. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
8. Apply spelling rules and guidance, as listed in English Appendix 1.
9. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Composition

Develop positive attitudes towards and stamina for writing by:

1. Writing narratives about personal experiences and those of others (real and fictional)
2. Writing about real events
3. Writing poetry
4. Writing for different purposes

Consider what they are going to write before beginning by:

1. Planning or saying out loud what they are going to write about.
2. Writing down ideas and/or key words, including new vocabulary.
3. Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

1. Evaluating their writing with the teacher and other pupils.
2. 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.
3. 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.

National Curriculum coverage - Spelling, Grammar and Punctuation

Word

Formation of nouns using suffixes such as *-ness*, *-er* and by compounding [whiteboard, superman].
Formation of adjectives using suffixes such as *-ful*, *-less*.
Use of the suffixes *-er*, *-est* in adjectives and the use of *-ly* in Standard English to turn adjectives into verbs.

Sentence

Subordination (using *when, if, that, because*) and coordination (using *or, and, but*).

Expanded noun phrases for description and specification.

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*].

National Curriculum coverage - Handwriting

1. Form lower-case letters of the correct size relative to one another.
2. 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.
3. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
4. Use spacing between words that reflects the size of the letters.

National Curriculum coverage - Speaking and listening

1. Listen and respond appropriately to adults and their peers.
2. Ask relevant questions to extend their understanding and knowledge.
3. Use relevant strategies to build their vocabulary.
4. Articulate and justify answers, arguments and opinions.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
8. Speak audibly and fluently with an increasing command of Standard English.
9. Participate in discussions, presentations, performances, role play/improvisations and debates.
10. Gain, maintain and monitor the interest of the listener(s).
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
12. Select and use appropriate registers for effective communication.