

## Year 2 English Long Term Planning

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fiction texts/stimulus</b>	Dogger – Shirley Hughes Beauty and the Beast – L&L	The Queen’s Knickers – Nicholas Allen Don’t wake the Royal Baby –Martha Mumford	Traction Man is Here – Mini Grey	‘Man on the Moon’ ‘Bob’s Best Ever Friend’ by Simon Bartram	‘Dougal’s Deep Sea Diary’ – Simon Bartram  ‘The Disgusting Sandwich’ – Gareth Edwards	‘Billy’s Bucket’ – Kes Gray  Literacy Shed assessment task
<b>Final outcomes/genre</b>	<b>Dogger</b> – familiar story setting. Retelling and adapting story to write own lost toy stories ‘Little Bear’ <b>‘Beauty &amp; the Beast’</b> – write own fairy tale	<b>The Queen’s Knickers/ Don’t wake the Royal Baby</b> – descriptions, writing own version of the story	<b>Traction Man is Here</b> – comic book style story. Write an adventure story	<b>Space themed stories</b> – write own version of story, innovating new ideas	<b>Ocean themed story</b> – innovate new ideas to tell own deep sea adventure story	
<b>Non-Fiction text stimulus</b>		<b>The Queen’s Knickers – Nicholas Allen</b>		‘An alien spotter’s guide’ (non-fiction format) – Simon Bartram	Sea creature information texts	L&L non-fiction text ‘Chocolate’
<b>Final outcomes/genre</b>		newspaper report, letters, invitation		Information text about aliens	Information texts about sea creatures	Information about chocolate
<b>Poetry</b>		Poetry – winter poems	The Highway Rat – Julia Donaldson (poetry)			
<b>Final outcomes</b>		<b>Poetry</b> – reading and writing winter poems	Writing own verses of the poem			
<b>Cross-curricular writing</b>	Geography – write about a contrasting locality	History – Letter writing about their school/ diary of what the queen does in a day.	Geography – information about the Arctic	History – biography about Christopher Columbus or Neil Armstrong	Science – report about plants	History – Titanic diary writing
<b>Whole class reading</b>			Dogs Don’t do Ballet – Anna Kemp	The Clockwork Dragon – Jonathon Emmett	Jampires – David O’Connell & Sarah McIntyre	

<b>Key grammar and punctuation skills</b>	<p>Use grammatical terminology for Year 2 learning how to use apostrophes for contracted forms and the possessive (singular). [EXS] [KEY] Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. [EXS] [KEY] Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. [EXS] [KEY] Learn how to use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]</p> <p>Use grammatical terminology for Year 2 learning how to use commas for lists.</p> <p>Use grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less.</p> <p>[EXS] [KEY] Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. [EXS] [KEY] Learn how to use sentences with different forms: statement, question, exclamation, command.</p>
<b>Key writing skills</b>	<p>EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). [EXS] [KEY] Form lower-case letters of the correct size relative to one another.</p> <p>[EXS] [KEY] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>[EXS] [KEY] Use spacing between words that reflects the size of the letters. EXS] [KEY] 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.</p>
<b>Key reading skills</b>	<p>[EXS] [KEY] Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. [EXS] [KEY] Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. [EXS] [KEY] Read accurately words of two or more syllables that contain the same graphemes as above. [EXS] [KEY] Read words containing common suffixes. [EXS] [KEY] Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. [EXS] [KEY] Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading. Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary</p>
<b>Key oracy skills</b>	<p><b>At a level appropriate to Year 2:</b> listen and respond appropriately to adults and their peers. ask relevant questions to extend their understanding and knowledge. use relevant strategies to build their vocabulary . give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings . maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments . speak audibly and fluently with an increasing command of Standard English. provided by the teacher. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. participate in discussions, presentations, performances, role play, improvisations and debates. articulate and justify answers, arguments and opinions.</p>
<b>Spelling/transcription skills</b>	<p>Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. Spell by distinguishing between homophones and near-homophones.</p>

	<p>[EXS] [KEY] Spell by learning to spell some words with contracted forms</p> <p>EXS] [KEY] Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>[EXS] [KEY] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by 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.</p> <p>[EXS] [KEY] Spell by learning to spell common exception words.</p> <p>Apply year 2 spelling rules and guidance.</p>					
<p><b>SMSC, British Values, Global Learning links</b></p>	<p><i>Your world my world. Oxfam website- lives of ch in India/around the world</i>  <i>Off we go to India – GNL website -Challenging stereotypes</i>  <i>Similarities and differences between lives of ch in India and England</i>  <i>Labelling the balloon with all the continents - knowledge of places</i>  <i>Endangered animals – hunting for fur/ivory</i>  <b>Participate in cultural opportunities; understand, accept, respect and celebrate diversity- learning about life/culture/ religion in India.</b></p>	<p><i>Democracy</i>  <i>Rule of law</i>  <i>British Empire</i></p>	<p><i>Climate change. Explore the human impact of climate change in communities -See Oxfam website. For the love of... Oxfam website. All in a day. Oxfam website. Let's go on an Artic Adventure – GLP website</i>  <i>To develop pupils' place and locational knowledge of the Arctic region/cold environments. To draw pupils' attention to key issues and themes, e.g. climate change, sustainability. To investigate the different states of water and explain why it is such a vital resource. To discuss ways in which our 'global footprint' can be ...</i>  <b>Participate in cultural opportunities; understand, accept, respect and celebrate diversity- learning about life/culture of the people who live in / near the Artic- Inuits</b></p>	<p><i>Labelling the map with all the continents - knowledge of places- route of C Columbus</i>  <i>Looking at how America has changed over the years</i></p>	<p><i>Pollution/littering / effects on animals/environment/plants / the oceans</i>  <i>Climate change- the effect on the oceans</i></p>	<p>The journey of the cocoa bean – see Oxfam website – where does chocolate come from ?</p>