

Long-Term Plan - English

Year: 2	Subject: English											
	Autumn Term (13 weeks 2 days)				Spring Term (9 weeks 4 days)				Summer Term (9 weeks 4 days)			
	Autumn 1 (7 weeks 4 days)		Autumn 2 (5 weeks 3 days)		Spring 1 (4 weeks 4 days)		Spring 2 (5 weeks)		Summer 1 (4 weeks 2 days)		Summer 2 (5 weeks 2 days)	
	A	B	A	B	A	B	A	B	A	B	A	B
National Curriculum Subject Content:	<p>Reading Word reading Comprehension</p> <p>Writing Transcription and composition including: Spelling Phonics Handwriting Vocabulary, grammar and punctuation</p>											
Students will be taught to:	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding understand both the books that they can already read accurately and fluently and those that they listen to Learn the skills of prediction, asking and answering questions and making inferences 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves segment spoken words into phonemes and represent these by graphemes, learn new ways of spelling phonemes learn to spell common exception words add suffixes to spell longer words write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters develop positive attitudes towards and stamina for writing 											

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	<ul style="list-style-type: none"> • Write narratives about personal experiences, poetry, real events and for different purposes • Plan and recite out loud what to write about • make simple additions, revisions and corrections to their own writing • read aloud what they have written with appropriate intonation to make the meaning clear • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, commas for lists, apostrophes for contractions, exclamation marks, question marks • Use expanded noun phrases to describe and specify • Use the present and past tenses correctly • Use subordinating and coordinating conjunctions • Use and understand grammatical terminology when discussing writing 							
Core Texts through which these skills will be taught:	Storm Whale <i>Benji Davis</i>	The Story Machine <i>Tom McLaughlin</i>	<u>Non-Fiction</u> Yucky Worms <i>Vivian French</i>	The Lonely Beast <i>Chris Judge</i>	Ossiri and the Bala Mengro <i>Richard O'Neil</i>	Anna Hibiscus <i>Atinuke</i>	Film Zahra	Diary of a Killer Cat <i>Anne Fine</i>
Learning Outcomes associated with Core Texts:	<p>- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives</p> <p>- To develop creative responses to the text through play, drama,</p>	<p>-To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas</p> <p>-To engage with illustrations throughout a picture book to explore and</p>	<p>-To write for meaning and purpose in a variety of non - narrative forms</p> <p>-To know where information can be found in non-fiction texts</p> <p>-To know that information can be retrieved from a variety of sources</p> <p>-To use talk to give explanations and opinions</p> <p>-To listen to books attentively and respond to what their have heard</p> <p>-To identify some of</p>	<p>-To discuss themes and issues that arise in this touching story, making connections with their own lives</p> <p>-To explore and develop ideas through talk and to listen to each other's responses</p> <p>-To develop creative responses to the text through drama, play and artwork</p> <p>-To write in role in order to explore characters and events</p> <p>-To compose and perform own poetry</p>	<p>-To engage and inspire children to engage with literature.</p> <p>-To develop creative responses to the text through drama, storytelling and artwork.</p> <p>-To develop empathy and explore wider themes through a narrative text.</p> <p>- To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text.</p> <p>-To enrich vocabulary and understanding of</p>	<p>To discuss themes and issues that arise in this moving story, enabling children to make connections with their own lives</p> <p>-To explore and develop ideas through talk and to listen to each other's responses</p> <p>- To develop creative</p>	<p>-To discuss themes and issues that arise in this touching story, making connections with their own lives</p> <p>-To explore and develop ideas through talk and to listen to each other's response</p>	<p>-To explore, interpret and understand a narrative text</p> <p>-To develop understanding of character through their actions and thoughts</p> <p>-To be able to write from the perspective of different characters in a story</p>

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	<p>music and movement, storytelling and artwork</p> <ul style="list-style-type: none"> - To compose a free verse poem. -To write in role in order to explore and develop empathy for a character - To write with confidence for real purposes and audiences 	<p>recognise the added layers of meaning these can give to our interpretation of a text</p> <ul style="list-style-type: none"> -To explore how to use drawing as an approach to enhance thinking for writing and developing vocabulary -To explore and follow the authentic process that an author/illustrator goes through when developing a picture book 	<p>the features of non-fiction texts</p> <ul style="list-style-type: none"> -To talk to reflect on past experiences -To sustain relevant listening, responding to what they have heard with relevant comments and questions -To use vocabulary influenced by books -To enjoy an increasing range of books 	<ul style="list-style-type: none"> -To write a newspaper article in role as a fictional character -To write a short story following a known narrative 	<p>the impact of language on readers and audience.</p> <ul style="list-style-type: none"> -To write with confidence for real purposes and audiences. 	<p>responses to the text through drama, play and drawing</p> <ul style="list-style-type: none"> -To compose poetry in response to reading, artwork and visualising - To write in role in order to explore characters and event - To develop storytelling techniques in the style of Atinuke. - To write for a range of purposes and audience 	<ul style="list-style-type: none"> -To develop empathy and explore wider themes -To write for a range of purposes and audiences, including character profiles and character descriptions 	
Guided Reading Texts through which these skills will be taught:	<p><u>Non-Fiction</u> Moth: An evolution story <i>Isabel Thomas</i></p>	<p><u>Film:</u> Little Boat</p>	<p>The Dark <i>Lemony Snicket</i></p>	<p><u>Poetry</u> Cherry Moon <i>Zoro Weil</i></p>	<p><u>Non-Fiction</u> Wangari's Tree of Peace - a true story from Africa <i>Jeanette Winter</i></p>	<p>Pattan's Pumpkin <i>Chitra Soundar</i></p>	<p>Toby and the Great Fire of London <i>Margaret Nash</i></p>	<p>The Beeman <i>Laurie Krebs</i></p>

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<p>Learning Outcomes associated with Guided Reading texts:</p>	<ul style="list-style-type: none"> -Children know that information can be retrieved from a variety of sources -Children develop understanding through reading and responding to non-fiction texts -Children ask relevant questions to extend their understanding and knowledge -Children identify some effective features of non-fiction texts 	<ul style="list-style-type: none"> -Children ask relevant questions to extend their understanding and knowledge -To explore the story through a variety of teaching approaches including artwork, drama and role -To talk confidently and respond to it in a range of ways -To use a range of conjunctions -To describe a scene using the senses 	<ul style="list-style-type: none"> -To talk confidently about picture books and responses individual to them -To explore the story through a variety of teaching approaches including drama and role-play -To write a recount in role as a fictional character -To reflect on reading through keeping a reading journal -To write a story based on a known narrative -To compose poetry in response to visual imagery, story and known poems 	<ul style="list-style-type: none"> -To explore and understand the importance of poetry as a genre -To explore musicality, rhythm and rhyme in poetry -To know how to listen and respond to a wide range of poems from a single poet collection - To understand that poems are written for different reasons - To interpret poems for performance - To gain and maintain the interest of the listener through effective performance of poems -To recognise how a poet uses poetry as a voice to express their own feelings and views -To draft, compose and write poems based on personal interests, experiences and emotions using language 	<ul style="list-style-type: none"> -To talk confidently about picture books and responses individual to them -To talk confidently and respond to it in a range of ways -Children know that information can be retrieved from a variety of sources 	<ul style="list-style-type: none"> -To explore important themes of community, perseverance and determination -To explore the story through a variety of teaching approaches including artwork, drama and role -To engage in oral storytelling and bookmaking -To talk confidently about a picture book and respond to it in a range of ways 	<ul style="list-style-type: none"> -To write a Haiku poem. -To make predictions -To research and plan my ideas -To explore the features of informational text 	

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	-Children use language structures and vocabulary influenced by books in talk and in their own writing	-To explore the past tense -To sequence events in chronological order		and form with intent for effect on the reader				
Phonics	<p><u>Silent letters</u> r / wr m / mb n / kn / gn</p> <p><u>Investigating alternative spellings for long vowels</u></p> <p><u>Contractions and apostrophes for possession</u></p> <p><u>Homophones and near homophones</u> s / c / sc j / dge / g</p> <p><u>Investigations:</u> lr / er / ur / or / ear / -el -le -al -il</p> <p><u>'a' after w or 'qu' making o sound</u></p> <p><u>Suffixes</u> -ment -ness -full -less -ly -tion/shun</p> <p><u>Adding -es to nouns and verbs ending in -y</u></p> <p><u>Adding -ing / -ed / -er / -est to words ending in y or e (with a consonant before it)</u></p> <p><u>Adding -ing / -ed / -er / -est to words with a short vowel where the consonant is doubled</u></p>							
Class Book Read Alouds (these books are	Amazing Grace <i>Mary Hoffman</i> More Than Peach	The Lost Homework <i>Richard O'Neil</i>	Inside the Villains <i>Clotilde Perrin</i>	Lost and Found <i>Oliver Jeffers</i>	Fred :Wizard in Training <i>Simon Philip</i>	Our Diversity makes us stronger <i>Elizabeth Cole</i>		

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accessible in class book corners, but may also be read at story times during these half terms)	<i>Bellan Woodard</i>					
Additional texts linked to other learning and celebrations	<p>The extraordinary life of Mary Seacole <i>Nadia Redgrave</i> <u>Black History Month</u> (October)</p> <p><u>Rosh Hashanah</u> (September 26)</p>	<p><u>Willie the Champ</u> <u>Anti-Bullying Week</u> (November 15-19)</p> <p><u>Armistice/ Remembrance Day</u> (November 11)</p> <p><u>Christmas Day</u> (December 25)</p> <p><u>World Kindness Day</u> (November 13)</p>	<p>The Hodgeheg <i>Dick King Smith</i> <u>Road Safety Week</u> (January 11-17)</p>	<p><u>Shakespeare Week</u> (March 21-27)</p> <p><u>Poetry Day</u> (March 21)</p> <p><u>Science Week</u> (March 11-20)</p> <p><u>World Book Day</u> (March 9)</p> <p><u>Women's History Month</u> (March)</p>	TBD	TBD
Enrichment	TBD	TBD	TBD	TBD	TBD	TBD