

Year: 2	Subject: English											
	Autu	mn Term (13	weeks 2 d	ays)	Sprii	Spring Term (9 weeks 4 days)				mer Term (9) weeks 4 d	ays)
		ımn 1 s 4 days)		ımn 2 s 3 days)	Spring 1 Spring 2 (4 weeks 4 days) (5 weeks)		Summer 1 (4 weeks 2 days)		Summer 2 (5 weeks 2 days)			
	Α	В	Α	В	Α	В	Α	В	A	В	A	В
National Curriculum Subject Content:	Reading Word reading Comprehension Writing Transcription and composition including: Spelling Phonics Handwriting Vocabulary, grammar and punctuation											
Students will be taught to:	 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 of the letters use spacing between words that reflects the size of the letters use spacing between words at the size of the letters develop positive attitudes towards and stamina for writing 											



	 Plai mal read lear exc Use Use Use 	 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 										
Core Texts through which these skills will be taught:	Storm Whale <i>Benji Davis</i>	The Story Machine <i>Tom</i> <i>McLaughlin</i>	<u>Non-Fiction</u> Yucky Worms <i>Vivian French</i>	The Lonely Beast Chris Judge	Ossiri and the Bala Mengro <i>Richard O'Neil</i>	Anna Hibiscus <i>Atinuke</i>	<u>Film</u> Zahra	Diary of a Killer Cat Anne Fine				
Learning Outcomes associated with Core Texts:	 To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connection s with their own lives To develop creative responses to the text through play, drama, 	-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 -To engage with illustrations throughout a picture book to explore and	 To write for meaning and purpose in a variety of non - narrative forms To know where information can be found in non-fiction texts To know that information can be retrieved from a variety of sources To use talk to give explanations and opinions To listen to books attentively and respond to what their have heard To identify some of 	 -To discuss themes and issues that arise in this touching story, making connections with their own lives -To explore and develop ideas through talk and to listen to each other's responses -To develop creative responses to the text through drama, play and artwork -To write in role in order to explore characters and events -To compose and perform own poetry 	 To engage and inspire children to engage with literature. To develop creative responses to the text through drama, storytelling and artwork. To develop empathy and explore wider themes through a narrative text. To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text. To enrich vocabulary and understanding of 	To discuss themes and issues that arise in this moving story, enabling children to make connections with their own lives -To explore and develop ideas through talk and to listen to each other's responses - To develop creative	-To discuss themes and issues that arise in this touching story, making connection s with their own lives -To explore and develop ideas through talk and to listen to each other's response	 -To explore, interpret and understand a narrative text -To develop understanding of character through their actions and thoughts -To be able to write from the perspective of different characters in a story 				

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	music and movement, storytelling and artwork - 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	recognise the added layers of meaning these can give to our interpretatio n of a text -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/illustr ator goes through when developing a picture	the features of non- fiction texts -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	-To write a newspaper article in role as a fictional character -To write a short story following a known narrative	the impact of language on readers and audience. -To write with confidence for real purposes and audiences.	responses to the text through drama, play and drawing -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	-To develop empathy and explore wider themes -To write for a range of purposes and audiences, including character profiles and character description s		
		developing				and			
Guided Reading Texts through which these skills will be taught:	Non-Fiction Moth: An evolution story Isabel Thomas	<u>Film</u> : Little Boat	The Dark <i>Lemony Snicket</i>	Poetry Cherry Moon <i>Zaro Weil</i>	Non-Fiction Wangari's Tree of Peace - a true story from Africa <i>Jeanette Winter</i>	Pattan's Pum Chitra Sound		Toby and the Great Fire of London <i>Margaret</i> <i>Nash</i>	The Beeman <i>Laurie</i> <i>Krebs</i>

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Learning Outcomes associated with Guided Reading texts:	-Children know that information can be retrieved from a variety of sources -Children develop understand ing through reading and responding to non- fiction texts	-Children ask relevant questions to extend their understandi ng and knowledge -To explore the story through a variety of teaching approaches including artwork, drama and role	 -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 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 parformance 	-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	 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 	 -To write a Haiku poem. -To make predictions -To research and plan my ideas -To explore the features of informatio nal text 	
	-Children ask relevant questions to extend their understand ing and knowledge -Children identify some effective features of non-fiction texts	 To talk confidently and respond to it in a range of ways To use a range of conjunction s To describe a scene using the senses 	-To write a story based on a known narrative -To compose poetry in response to visual imagery, story and known poems	 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 				

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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 chronologic al order		and form with intent for effect on the reader							
Phonics				r/wrm/mb	<u>etters</u> n / kn / gn						
				Investigating alternative s	<u>pellings for long vowels</u>						
				Contractions and apostr	ophes for possession						
		Homophones and near homophones s / c / sc j / dge / g									
		<u>Investigations:</u> Ir / er / ur / or / ear / -el -le -al -il									
				<u>'a' after w or 'qu' r</u>	<u>making o sound</u>						
				<u>Suffi</u> -ment -ness -full -le	<u>kes</u> ess -ly -tion/shun						
				Adding -es to nouns ar	nd verbs ending in -y						
		Adding -ing / -ed / -er / -est to words ending in y or e (with a consonant before it)									
	Adding -ing / -ed / -er / -est to words with a short vowel where the consonant is doubled										
	<u>I</u>										
Class Book Read Alouds (these books	Amazing Gra Mary Hoffma		The Lost Homework Richard O'Neil	Inside the Villains Clotilde Perrin	Lost and Found Oliver Jeffers	Fred :Wizard in Training Simon Philip	Our Diversity makes us stronger Elizabeth Cole				
are	More Than P	Peach									



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