**Year 2 English long term plan**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  |  | **Sweet factory** | **The army** | **Dragonology** | **Google Earth** | **Eighty days around the world** | |
| S & L | Spoken language | Recount experiences, imagine possibilities often connecting ideas together  Vary talk in simple ways to gain and hold attention of listeners | Show awareness of different purposes and audiences through some specific vocabulary choices and use of non-verbal features | Listen and respond to speaker (s) showing some development of ideas through interaction | Show some variety and awareness of purpose when speaking in turn, in pairs or small groups | Extend experience and ideas, through some adaptation of speech, gesture or movement in different roles and simple scenarios | Show awareness of some of the ways in which speakers vary talk and why, through exploring different ways of speaking. |
| Reading | Word reading | Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. | Read accurately words of two or more syllables that contain the same graphemes as above. | Read words containing common suffixes.  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | 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. |
| Comprehension | Listening, discuss and express 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.  Discussing the sequence of events in books and how items of information are related.  Draw on what they already know or on background information and vocabulary provided by the teacher. 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 | Become familiar with and retelling a wider range of stories, fairy stories and traditional tales.  Introduced to non-fiction books that are structured in different ways.  Checking that the text makes sense to them as they read and correcting inaccurate reading. | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  Answering and asking questions.  Predicting what might happen on the basis of what has been read so far.  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |  | Recognising simple recurring literary language in stories and poetry. | Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. |
| Writing | Spelling  Phonics  High frequency  Morphemic based on seeing chunks of meaning | Syllables | Using syllables to support spelling  Learning to spell common exception words i.e. wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past. More examples on p48. | Securing Sound set 3 in spelling  syllables | Learning to spell more words with contracted forms i.e  can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.  Securing Sound set 3 in spelling  syllables | Securing Sound set 3 in spelling  Syllables  Learning the possessive apostrophe (singular) [for example, the girl’s book].  Megan’s, Ravi’s, the girl’s, the child’s, the man’s etc. | Securing Sound set 3 in spelling  syllables  100 HFW and homophones |
| Distinguishing between homophones and near-homophones. P48  One/won, see/sea etc | HFW and homophones | 100 HFW and homophones  Apostrophes for common contracted forms e.g.  can’t, didn’t, hasn’t, couldn’t, it’s, I’ll | 100 HFW and homophones | 100 HFW and homophones |
| Review –ed and –ing as verb inflections | -ly to turn adjectives into adverbs | -er and –est to form comparative adjectives | -ful and –less to form adjectives | -ness and –er to form nouns |
| Handwriting |  |  | I can join up all my writing correctly. | I can make my work look neat and nicely presented. |  |  |
| Vocabulary, Grammar & punctuation | Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).  Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks.  Use lists and apostrophes for contracted forms and the possessive (singular). | Use present and past tenses correctly and consistently including the progressive form.  Use question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). | Expanded noun phrases to describe and specify [for example, the blue butterfly].  Use formation of nouns using suffixes such as –ness –er and by compounding e.g. whiteboard, superman. | Using suffixes such as –ful, -less, -est, -ly.  Use question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). |  | All previous statements.  Sentences with different forms: statement, question, exclamation, command. |
| Composition | Writing for different purposes **Purpose:** Describe  **Audience**: Hover bike company  **Form:** Instructions and persuasive writing  **Subject:** The Hover Bike film | Writing about real events  **Purpose:** Inform  **Audience**: Jack Mud’s wife  **Form:** Letter writing  **Subject:** World War 1 | **Purpose:** Describe & story structure  **Audience**:  **Form:** Narrative  **Subject:** How to train your Dragon | **Purpose:** Writing narratives about personal experiences and those of others (real and fictional)  **Audience**:  **Form:** Character description  **Subject:** Horrid Henry | **Purpose:**  **Audience**:  **Form:** Writing poetry  **Subject:** | **Purpose:**  **Audience**:  **Form:** Information  **Subject:** Queen Elizabeth ii compared to Queen Victoria. |
| To be taught in all lessons:  **Consider what they are going to write before beginning by:**  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary  Encapsulating what they want to say, sentence by sentence  **Make simple additions, revisions and corrections to their own writing by:**  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  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.  Evaluating their writing with the teacher and other pupils. | | | | | |

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|  |  | **YEAR 3 & 4** | | |
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| S & L | Spoken language |  |  |  |
| Reading | Word reading | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet . | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |  |
| Comprehension | Develop positive attitudes to reading and understanding of what they read by:  Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | Reading books that are structured in different ways and reading for a range of purposes.  Using dictionaries to check the meaning of words that they have read.  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | Identifying themes and conventions in a wide range of books. |
| Writing | Spelling | Use further prefixes and suffixes and understand how to add them (English Appendix 1)  Spell further homophones  Spell words that are often misspelt (English Appendix 1) | Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].  Use the first two or three letters of a word to check its spelling in a dictionary. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| Handwriting | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. | Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |  |
| Vocabulary, Grammar & punctuation | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  Using the present perfect form of verbs in contrast to the past tense. | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials. | Learning the grammar for years 3 and 4 in English Appendix 2  Indicate grammatical and other features by:  Using commas after fronted adverbials.  Indicating possession by using the possessive apostrophe with plural nouns.  Using and punctuating direct speech.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |
| Composition | Plan their writing by:  Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas. | Draft and write by:  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  Organising paragraphs around a theme.  In narratives, creating settings, characters and plot.  In non-narrative material, using simple organisational devices [for example, headings and sub-headings] . | Evaluate and edit by:  Assessing the effectiveness of their own and others’ writing and suggesting improvements .  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences .  Proof-read for spelling and punctuation errors .  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |

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