English Long Term Plan 2024/25 Year 2

Writing	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Time For A Tale		Author Study – Emily Gravett		The Great Fire of London		Amazonian Adventure		Islands/Under The Sea		Flight	
Text	Little Red Riding Hood	Rapunzel	Tidy	Meerkat Christmas	Vlad	A Walk in London	What the Macaw Saw	We're Roaming in the Rainforest	Grandma Bird	The Pirates Next Door	Amelia Earhart	The Owl Who Was Afraid of the Dark
Speaking & Listening – skills, opportunities & outcomes	• *listen and respond appropriately to adults and their peers* • *ask relevant questions to extend their understanding and knowledge* • *answer how and why questions* • *participate in role play & drama such as telephone conversations, pupil in role & frieze frames*		• *use relevant strategies to build their vocabulary* • *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings* • *participate in performances*		• *articulate and justify answers, arguments and opinions* • *participate in discussions, presentations, performances, role play, improvisations and debates* • *consider and evaluate different viewpoints, attending to and building on the contributions of others*		• *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* • *participate in role play*		• *Gain, maintain and monitor the interest of the listener(s)* • *Select and use appropriate registers for effective communication.* Asking clarifying questions. Give well-structured and accurate descriptions		• *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*	
SPaG – linked to reading & writing models	Capitals, full stops, exclamation and question marks Secure understanding of noun, adjective, verb Noun phrases Co-ordinating conjunctions – or, but Suffix –ed and -ing (adding extra consonant when needed, dropping e when required) Verbs Time conjunctions Punctuation e.g Exclamation mark Use of the spelling mat and phonics mat Making phonetically plausible attempts		**Contractions**– can't won't, it's Commas in lists Suffixes – **less**, **ful**, ly Time conjunctions Subordinating conjunction – when, because Adverbs Homophones – **to/two/too; here/hear; quite/quiet; some/sum, be/bee** Homophones – night/knight, sea/see, bear/bare, blew/blue		Subordinating conjunctions – when, if, that Possessive apostrophes (e.g. The Queen's Hat) Plurals – adding s, es, ies, adding s to words ending in y (toys) Suffix – -es, -s; -ly, -ment Suffix –est; -er; -ful; ness Progressive form of verbs – he was running		Singular plurals Turn verbs into nouns (add – ment, ness) Contractions – couldn't, wouldn't		Suffixes –ment, -ness Compound words Revision of all concepts taught so far Homophones – revise all from non-statutory list – here/hear, to/too/two, sun/son, be/bee, blue/blew, night/knight, quite/quiet, there/their/they're, sea/see		Revision of all concepts taught so far Alliteration Onomatopoeia Take	
Phonics – Phase objectives	Little Wandle – Revision of Phase 5 (Break out phonics group for those that require)		New Little Wandle spelling programme (Break out phonics group for those that require)		New Little Wandle spelling programme (Break out phonics group for those that require)		New Little Wandle spelling programme Preparation for Phonics Check for those that need to retake		New Little Wandle spelling programme		New Little Wandle spelling programme	

Writing Skills – Purpose, Composition, Editing & Presentation (including year group milestones)	Handwriting	*Sit correctly at a table holding a pencil comfortably and correctly* *Form lower case letters in the correct direction, starting and finishing in the correct place* *Form capital letters* *Form digits 0-9 correctly* Use spacing between words that reflects the size of the letters Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters Joining for those who are able		Continue to follow Penpals		Continue to follow Penpals		Continue to follow Penpals		Continue to follow Penpals
	Composition	Consider what they are going to write before beginning by planning to say aloud what they are going to write about; use of talk tins Write down ideas/key words including new vocabulary, selecting best word, considering effect and awareness of reader Re-reading own work to check that the tenses are accurate, including use of verbs in progressive forms	Varied sentence starters Proof-read for effect – making improved word choices, varying sentence starters							
	Text structure & Organisation	Writing simple one section reports Use brief opening and ending Appropriately sequence ideas	Writing multi-section reports (non-chronological) Group related ideas into paragraphs Linking related sentences through the use of pronouns, time connectives or adverbials where appropriate Draw on reading to inspire and inform the grammar/vocabulary of their writing							
	Sentence Structure & Punctuation	Begin to proof read for punctuation errors – monkey talk to ensure sentences make sense.								

Reading	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	**Time For A Tale**		**Author Study – Emily Gravett**		**The Great Fire of London**		**Amazonian Adventure**		**Islands/Under The Sea**		**Flight**	
Text Types including purpose & audience	Little Red Riding Hood	Rapunzel	Tidy	Meerket Christmas	Vlad	A Walk in London	What the Macaw Saw	We're Roaming in the Rainforest	Grandma Bird	The Pirates Next Door	Amelia Earhart	The Owl Who Was Afraid of the Dark
Parallel Texts/Guided reading	Goldilocks by Lauren Child Good Little Wolf by Nadia Shireen Billy and The Dragon Nadia Shireen		Cyril & Pat by Emily Gravett		Toby and The Great Fire of London by Margaret Nash		I Am Not A Parrot by Mari Bolte		The Storm Whale		Emma Jane's Aeroplane Journey by Aaron Becker	
Long term memory texts to share	Goldilocks and The Three Bears		Tyrannosaurus Drip by Julia Donaldson		Samson's Titanic Journey		One Day on Our Blue Planet Outback by Ella Bailey		The Egg by M P Robertson		Superworm by Julia Donaldson	
Ongoing skills												
Reading CE words and words containing taught GPCs Read with fluency, tone and expression at an appropriate volume and pace Read unfamiliar texts without undue hesitation Answer questions about the text	Specific Y2 activities	**Start written comprehensions – tick, simple retrieval**			**Iceberg** **Written comprehensions – order parts of the text, find a word/phrase that means…, inference** **Book review** **Character work** **Comparisons** **Dictionary work – alphabetical order**							
	Themes and Conventions	Conventions of fairy tales Share non-fictions structured in different ways (e.g. linked to topic, instead of class story) Rhyming texts from the spine and include nursery rhymes			Read non-fiction books and identify features including contents, index, glossary, layout. Create own glossary. Rhyming texts							
	Clarify	Teach using grammar/context of a sentence to decipher new/unfamiliar words – provide a passage/story with unfamiliar words Check that the text makes sense to them Identify nouns, adjectives, noun phrases in a text			Use dictionaries to find meaning for unknown words, write definitions/substitute known words for unknown Synonyms – e.g. big, enormous, gigantic, huge etc. Identify nouns, adjectives, adverbs							

Express views and participate in discussions	Monitor and summarise	Teach to extract main points (beginning, middle, end) – sequence events and how items of information are related. Explain what has happened so far in books that have been read to them, as well as books they read themselves	**Extract 5 main points from a story (beginning, beg/middle, middle, middle/end, end) and record as a story map.** **Order five sentences from a story/text – teach through finding sentences in the text, underlining and then numbering.**	
	Select and retrieve	Answer simple retrieval questions using the text. Teach to identify key words in a question (underline). Skim text to find key word.	**Use bibliographic knowledge to help retrieve specific information**	
	Reason and Explain; Inference	**Orally express views of stories that have been read to them, and of texts they read in guided reading.** **Make plausible predictions based on what has been read to them** **Make links between books – compare characters (e.g. villains in fairy tales, talking characters)**	Explore an author's intention for layout/effect of vocabulary, punctuation etc. Explore how humour/atmosphere/imager is created Make plausible predictions based on what they have read so far. Make predictions based on experience of reading books in the same genre, by the same author or based on similar themes. **Make links between books – compare settings,**	Explore how humour/atmosphere/imager is created