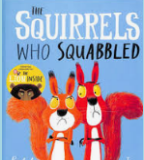
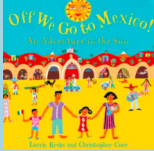
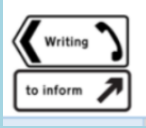
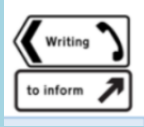
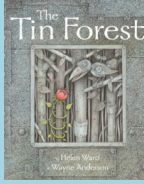


Year 2 Long Term Plan English 2024-25

				
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		

YEAR 2						
	Autumn 1 st half	Autumn 2 nd half	Spring 1st half	Spring 2nd half	Summer 1st half	Summer 2nd half
	GFoL/ London	Technology	Mexico	Explorers	Blooming and Growing	Minibeasts
TEXT TYPE/Writing purpose:	Week 1-2 PSHE focus The Squirrels who Squabbled  Text type - Story and PSHE focus Audience - Rest of class Purpose - Entertain  Week 3-6 Toby and the Great Fire of London linked with Place Value of Punctuation  	Week 1- 2 The Clock Tower  Text Type – setting description Audience - Classmates Purpose – Entertain  Week 3-4 Once upon a time online  Text Type – Online safety poster Audience - Rest of school - share in assembly	Week 1-2 Mexican Traditional Story Text Type – Story Audience - Share in reading assembly Purpose – entertain  Week 3 - 4 Off we go to Mexico  Text Type – Fact file Audience - Family members Purpose – inform  Week 5 Making Nachos	Week 1 -3 The Great Explorer  Curious Quest Text Type – Instruction Audience - Purpose – Inform  Week 4 - Story writing for assessment week Week 5- 6 Look Up Curious Quest  Text type – Fact file	Week 1 - 2 The Tin Forest  Curious Quest Text type – Setting description Audience – each other Purpose – Entertain  The Oak Tree Weeks 3-5 Curious Quest  Text Type – Posters Purpose – Inform Audience – rest of school, parents at	Week 1 - 3 The Bug Collector The Bug Collector Curious Quest  Text Type - Story Audience - Headteacher Purpose - Entertain  Week 4 Who am I? Minibeast poems Who Am I? Poems Text type - poetry Audience - Year 1 Purpose - Entertain 

	Text type - Diary Audience - Rest of class Purpose - Inform  Weeks 7-8 Katie in London  Text type - Story Audience - Parents Purpose - Entertain 	Purpose – Inform  Week 5-7 The Big Night Literacy Shed  Text Type – Diary Audience - Headteacher Purpose – Entertain Create own diary after their own Nativity performance 	 Text Type – Instruction writing Audience - Parents Purpose – Inform  Week 6 - Michael Rosen Poetry Week 	Audience - Reception Purpose –Inform 	home – send a copy home 	Recount writing half term Week 5 Minibeast fact file  Week 6-8 The Black Hat Literacy Shed  Text type - Story Audience - Rest of school Purpose - Entertain 
Guided Reading	<u>Grammarsaurus Comprehension Crasher</u> Visit London Unit Materials Unit Ive seen a moose bake banana bread Unit	<u>Grammarsaurus Comprehension Crasher</u> Changes in mobile phones unit A magical christmas unit	<u>Grammarsaurus Comprehension Crasher</u> Visit Mexico/ Visit United Kingdom unit Village, town or city unit	<u>Grammarsaurus Comprehension Crasher</u> The legend of Nian unit Tim Peake Unit	<u>Grammarsaurus Comprehension Crasher</u> Weather/ Rain unit The caterpillar and the Tadpole unit The enormous Carrot Unit	<u>Grammarsaurus Comprehension Crasher</u> Animal groups unit How to grow a vegetable patch unit
	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace. - Read Blue storybooks with increased fluency and comprehension.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace. - Read Grey storybooks. -	Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily. - Explain and discuss their understanding of books.	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Read common Suffixes Check that the text makes sense to them as they read and correcting inaccurate reading Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading.		

	- Read all of set 3 sounds speedily. - Read 70/80 words per minute. - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words.	Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multisyllabic words speedily - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words.	Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences on the basis of what is said and done. Answer a range of questions about longer pieces of text in a written form including vocabulary questions, inference, retrieval, sequencing, prediction and explaining.	Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words. Read with pace and fluency - 90 words a minute. - Participate in discussion about poems. Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. Answer more complex range of questions about longer pieces of text in a written form including vocabulary questions, inference, retrieval, sequencing, prediction and explaining.
National Curriculum Statements	Spellings 2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling. 2.1.a.3 Spell by: learning to spell common exception words Autumn 1 - Year 1 Recap Autumn 2 - Spelling Shed for those who have finished Read Write Inc Spellings - dge, ge, g, c, kn, gn, CEW - floor, door, poor, because, find, kind, mind, behind, should, would, could, who, any, many, people, Christmas Handwriting 2.1.d.1 Form lower-case letters of the correct size relative to one another	Spellings 2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 2.1.a.2 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 2.1.a.3 Spell by: learning to spell common exception words 2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Spelling Shed Sounds Spring A - wr, le, el, al, il, y, Spring B - adding suffixes to y (3 stages), adding suffixes to e (2 stages)suffixes to 1 syllable words (2 stages) CEW - child, children, wild, climb, most, only, both, old, cold, gold, told, hold, every, great, break, steak, pretty, beautiful, after, fast, last past Handwriting	Spellings 2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 2.1.a.2 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 2.1.a.3 Spell by: learning to spell common exception words 2.1.a.4 Spell by: distinguishing between homophones and near-homophones 2.1.b.1 Spell by: learning the possessive apostrophe (singular): e.g. the girl’s book 2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Spelling Shed Sounds Summer A - a, o, ey, a, er, si, Summer B - suffixes, homophones, tion, apostrophes and Recap CEW - class, grass, pass,, plant, bath, hour, move, prove, improve, sure, sugar, eve, whole, clothes, buys,	

	2.1.d.3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 2.1.d.4 Use spacing between words that reflects the size of the letters 2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes Writing Transcription / Composition/ PAG 2.2.b.2/3 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence and writing down ideas and/or key words, including new vocabulary 2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Place Value of Punctuation - Common noun, proper nouns, regular and irregular verbs, adjectives, pronouns, building a sentence. 2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly 2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Performance/ Oracy links ● Great Fire of London song performance in assembly ● Reading the stories they have written to parents at Come and See ● Christmas Nativity Show ● Sharing at reading assembly ● Talk for Write style when practicing story writing	2.1.d.2 Start using some of the diagonal and horizontal strokes 2.1.d.1 Form lower-case letters of the correct size relative to one another 2.1.d.3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 2.1.d.4 Use spacing between words that reflects the size of the letters 2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes Writing Transcription / Composition 2.2.b.2/3 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence and writing down ideas and/or key words, including new vocabulary 2.2.c.1 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list 2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly Performance/ Oracy links ● Class assembly? ● Reading the stories they have written to parents at Come and See ● Sharing at reading assembly ● Performing poetry in class and sharing on SeeSaw ● Talk for Write style when practicing story writing	water, again, half, money, Mr, Mrs, parents, everybody, even Handwriting 2.1.d.2 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 2.1.d.4 Use spacing between words that reflects the size of the letters 2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes Writing Transcription / Composition 2.2.b.2/3 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence and writing down ideas and/or key words, including new vocabulary 2.2.c.1 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly 2.3.c.1 Question marks and exclamation marks to demarcate sentences Commas to separate items in a list Common Suffixes Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name). Performance/ Oracy links ● Class assembly? ● Reading the stories they have written to parents at Come and See ● Sharing at reading assembly ● Performing poetry in class and sharing on SeeSaw ● Talk for Write style when practicing story writing
Assessment criteria: Assessment Framework			

