

## English Long Term Plan Year 2

### Ongoing objectives

#### **Throughout the year children will continue to:**

To secure the use of full stops, capital letters, exclamation marks and question marks.

Orally rehearse each sentence prior to writing

Develop a positive attitude to writing.

Develop stamina for writing in order to write at length.

Evaluate and proofread work to check for errors in spelling, grammar (including using the correct forms of verbs) and punctuation.

Read aloud their writing with intonation to make the meaning clear.

To be able to orally retell a wider range of stories, fairy tales and traditional tales (to be additional to English units):

**Year 2:** The Enormous Turnip, Snow White and Rose Red, The Magic Porridge pot, The Little Red Hen

#### **Recap on the following:**

**Year 1 :** 3 Billy Goats Gruff, Hansel and Gretel, Snow White, Rapunzel, Elves and the Shoemaker

**Reception:** Goldilocks, Little Red Riding Hood, Gingerbread man, 3 little pigs, Jack and the Beanstalk

	Topic	Texts	Outcomes
Autumn 1 <sup>st</sup> half term	<b><u>Fiction - Narrative</u></b> <b><u>Story writing –</u></b> <b><u>(3 weeks)</u></b>	<b><u>The Jolly Postman</u></b>	<ol style="list-style-type: none"> <li>1. To write in the past tense.</li> <li>2. Write a story from a character's point of view.</li> <li>3. To write exclamations, statements, questions and commands.</li> <li>4. Innovate story</li> <li>5. Noun phrases.</li> <li>6. Write alternative middles – problem and resolution.</li> <li>7. Write their own story plans/maps, innovating endings and characters.</li> <li>8. Act out and retell their version of the story.</li> </ol>
	<b><u>Non fiction</u></b> Instructions (2 weeks)	Pie Corbett's: How to Trap a Dragon How to care for a dragon	<ol style="list-style-type: none"> <li>1. Orally retell a set of instructions.</li> <li>2. Write commands using the features of instructions.</li> <li>3. Use comma's in a list</li> <li>4. Explore verbs.</li> <li>5. Write their own set of instructions using time words.</li> <li>6. apostrophes for contracted forms.</li> </ol>
	<b><u>Poetry</u></b> Poetry on a theme <b><u>(1 week)</u></b>	Autumn leaves poems	<ol style="list-style-type: none"> <li>1. Use adjectives, verbs and adverbs.</li> <li>2. Explore expanded noun phrases and using when, if, that, because to create subordinate clauses.</li> <li>3. Innovation on lines/verses of the poem</li> <li>4. Perform poetry</li> <li>5. Explore use of past and present tense in poetry.</li> </ol>
Autumn 2nd half term	<b><u>Poetry</u></b> Poetry on a theme (1 week)	Fireworks	<ol style="list-style-type: none"> <li>1. Use adjectives, verbs and adverbs.</li> <li>2. Explore expanded noun phrases and using when, if, that, because to create subordinate clauses.</li> <li>3. Innovation on lines/verses of the poem</li> <li>4. Perform poetry</li> <li>5. Explore use of past and present tense in poetry.</li> </ol>
	<b><u>Non-fiction</u></b> Recount (letters) Great Fire of London (3 weeks)	Various texts about the Great Fire of London Toby and the great fire of London.	<ol style="list-style-type: none"> <li>1. Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>2. Use <b>past tense</b> for narrative, recount (<i>e.g. diary, newspaper report, biography</i>) historical reports.</li> <li>3. Write a letter to recount the events of the great fire</li> <li>4. Write in sentences in different forms – statements, exclamations, questions.</li> <li>5. Understand past tense verbs and use them accurately.</li> </ol>
	<b><u>Fiction</u></b> Stories by the same author (3 weeks) Julia Donaldson	<b><u>Julia Donaldson –</u></b> Gruffalo, snail and the whale etc.	<ol style="list-style-type: none"> <li>1. Comparison of characters, settings, rhythm of text.</li> <li>2. Performance of parts of stories showing awareness of rhythm and rhyme.</li> <li>3. Innovate a story section – e.g. ending</li> <li>4. Write their own story/ story ending based on a model, which includes; <ul style="list-style-type: none"> <li>- subordination using a range of time words,</li> <li>- apostrophes for contracted forms,</li> <li>- features of the original story.</li> </ul> </li> </ol>
	<b><u>Poetry</u></b> Poetry on a theme	Coming Home and other winter poems.	<ol style="list-style-type: none"> <li>6. Use adjectives and write similes.</li> <li>7. Explore expanded noun phrases and using when, if, that, because</li> </ol>

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	(1 week)		<p>to create subordinate clauses.</p> <p>8. Innovation on lines/verses of the poem</p> <p>9. Perform poetry</p> <p>10. Explore use of past and present tense in poetry.</p>
Spring 1 <sup>st</sup> half term	<p><b>Fiction</b></p> <p>Stories as a theme</p> <p>(3 weeks)</p>	The lighthouse keepers lunch	<ol style="list-style-type: none"> <li>1. Make predictions and orally retell stories</li> <li>2. Use apostrophe for singular possession of nouns.</li> <li>3. Make story plans (use Pie Corbett's boxing up method), innovating on character and setting.</li> <li>4. Write a version of the Lighthouse keepers lunch including subordination using the word 'when' and the effective use of nouns.</li> <li>5. Write alternative middles – problem and resolution.</li> <li>6. Write their own story plans/maps, innovating endings and characters.</li> <li>7. Act out and retell their version of the story.</li> </ol>
	<p><b>Poetry</b></p> <p>Classic poetry</p> <p>(2 weeks)</p>	Kit Wrights – Magic Box	<ol style="list-style-type: none"> <li>1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns</li> <li>2. To accurately use the present tense.</li> <li>3. To select, generate and effectively use verbs.</li> <li>4. Use 'when', 'if', 'that', 'because' to create subordinate clauses.</li> <li>5. Write their own poems based on the structure of those they've read.</li> </ol>
Spring 2 <sup>nd</sup> Half Term	<p><b>Non chronological reports</b></p> <p>(3 weeks)</p>	Non-fiction texts about Victorian's	<ol style="list-style-type: none"> <li>1. Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>2. Develop success criteria and plan for their reports, identifying where information should be placed within a non-chronological structure.</li> <li>3. Orally recount information they have discovered.</li> <li>4. Write a non-chronological report using the features and writing in the present tense.</li> <li>5. To use sentences in different forms – questions, statements.</li> </ol>
	<p><b>Fiction</b></p> <p>Traditional Tales with a twist</p> <p>(3 weeks)</p>	<p><i>The real story of the 3 little pigs</i></p> <p><i>Prince Cinders</i></p> <p><i>Jack and the baked beanstalk</i></p>	<ol style="list-style-type: none"> <li>1. Write character descriptions</li> <li>2. Box up and innovate a story map</li> <li>3. Orally retell story maps – Pie Corbett talk for writing.</li> <li>4. Write an innovated version of a traditional tale, which includes: <ul style="list-style-type: none"> <li>- compound sentences using and, but, so, or</li> <li>- verbs</li> <li>- text type features of a traditional tale.</li> </ul> </li> </ol>
Summer 1 <sup>st</sup> Half Term	<p><b>Pre Sats Writing</b></p> <p><b>(2- 3 weeks)</b></p>	Owl Babies	<ol style="list-style-type: none"> <li>1. Make predictions and orally and write a retell</li> <li>2. Setting description.</li> <li>3. Use apostrophe for singular possession of nouns.</li> <li>4. Make story plans (use Pie Corbett's boxing up method), innovating on character and setting.</li> <li>5. Subordination using the word 'when' and the effective use of nouns.</li> <li>6. Write alternative middles – problem and resolution.</li> <li>7. Write their own story plans/maps, innovating endings and characters.</li> </ol> <p>Act out and retell their version of the story.</p>
	<p><b>SATS</b></p> <p><b>(2- 3 weeks)</b></p>		<ol style="list-style-type: none"> <li>1. Non chronological report on Nocturnal Animals</li> <li>2. Character description - The Twits</li> <li>3. Safety instructions</li> </ol>
Summer 2 <sup>nd</sup> half term	Read selections of Akimbo in topic work and write a diary entry as if they were Akimbo.		
	<p><b>Poetry</b></p> <p><b>Poems with structure</b></p> <p><b>(1 week)</b></p>	Iguana by Brian Moses	<ol style="list-style-type: none"> <li>1. To explore the effect and use of rhyme</li> <li>2. To use inference to discuss assumptions about the speaker of the poem, and about the role the speaker adopts</li> <li>3. To understand impact of the poem on the listener as a piece for performance.</li> <li>4. Innovate on a poem</li> </ol>
	<p><b>Narrative Fiction</b></p>	Akimbo	<ol style="list-style-type: none"> <li>1. To write in the past tense.</li> <li>2. Write a story from a character's point of view.</li> </ol>

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<p><b><u>Story writing – (3 weeks)</u></b></p>		<ol style="list-style-type: none"> <li>3. To write exclamations, statements, questions and commands.</li> <li>4. Innovate story</li> <li>5. Noun phrases.</li> <li>6. Write alternative middles – problem and resolution.</li> <li>7. Write their own story plans/maps, innovating endings and characters.</li> <li>8. Act out and retell their version of the story.</li> </ol>
<p><b><u>Non Fiction:</u></b> Explanations – how to care for an African animal. (1 week)</p>	<p>Leaflets, websites linked to caring for elephants Hope for the Elephants - DK readers</p>	<ol style="list-style-type: none"> <li>1. Make notes, and highlight key information to inform.</li> <li>2. Write a glossary and use dictionaries to inform and edit work.</li> <li>3. Write an explanation, using the features to inform others how to care for elephants – write for an audience and purpose.</li> <li>4. Use present tense.</li> </ol>
<p><b><u>Non fiction</u></b> Persuasive advert – save elephants (2 weeks)</p>	<p>National geographic books about rescuing elephants</p>	<ol style="list-style-type: none"> <li>1. Make notes, and highlight key information to persuade.</li> <li>2. Use a conscience alley to explore reasons and arguments.</li> <li>3. Write an advert to persuade others.</li> </ol>