

ENGLISH

Long Term Plan

Year Two



Reading Milestones

Breadth of Study (KSI)

- Become familiar with a wide range of texts of different lengths
- Build up a repertoire of poems to recite
- Use the class and school libraries
- Listen to short novels over time
- Read a wide range of classic and contemporary poetry
- Read non-fiction at a level beyond that they can read independently

Read words accurately

- 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.

ADDITIONAL:

- Note punctuation to read with appropriate expression

Understand texts

- Discuss the **sequence of events**
- Link reading (to **own experiences**) other books.
- **Continue** to join in with stories or poems, **with appropriate intonation to make the meaning clear**
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts, **by taking turns and listening to what others say**
- Recognise and join in with (including role-play) recurring language.
- Make inferences on the basis of what is being said and done.
- Recognise simple recurring literary language in stories and poetry
- Discuss and clarify the meaning of words and link new meaning to known vocabulary
- Predict what might happen on the basis on what has been read so far
- Be introduced to non-fiction books that are structured in different ways

Writing Milestones

(Milestones in red are **non-negotiable**)

Breadth of Study (KSI)

- Narrative:

- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write narrative diaries.
- Non-fiction:
 - Write instructions.
 - Write recounts.
 - Write glossaries.
 - Present information.
 - Write non-chronological reports.
- Poetry:
 - Write poems that use pattern, rhyme and description.
 - Write nonsense and humorous poems.

<i>Spell correctly</i>	<ul style="list-style-type: none"> - Use spelling rules. - Write simple sentences dictated by the teacher. - Spell by segmenting words into phonemes and represent them with the correct graphemes. - Learn some new ways to represent them with the correct phonemes. - Spell common exception words correctly. - Spell contraction words correctly (can't, don't). - Add suffixes to spell longer words (-ment, -ness, -ful and -less). - Use the possessive apostrophe (singular) [for example, the girl's book]. - Distinguish between homophones and near-homophones.
<i>Punctuate accurately</i>	<ul style="list-style-type: none"> - full stops, - capital letters, - exclamation marks, - question marks, - commas for lists - apostrophes for contracted forms. - statement, - question, - exclamation - command. - Use extended noun phrases to describe and specify. - Use subordination (when, if, that or because). - Use coordination (or, and, but). - Use the present and past tenses correctly, including the progressive form.
<i>Use sentences appropriately</i>	<ul style="list-style-type: none"> - Write so that other people can understand the meaning of sentences. - Sequence sentences to form clear narratives. - Convey ideas sentence by sentence. - Join sentences with conjunctions and connectives. - Vary the way sentences begin.
<i>Write with purpose</i>	<ul style="list-style-type: none"> - Say first and then write to tell others about ideas. - Write for a variety of purposes. - Plan by talking about ideas and writing notes. - Use some of the characteristic features of the type of writing used. - Write, review and improve.
<i>Use imaginative description</i>	<ul style="list-style-type: none"> - Use well-chosen adjectives to add detail. - Use names of people, places and things. - Use nouns and pronouns for variety. - Use adverbs for extra detail.
<i>Organise writing appropriately</i>	<ul style="list-style-type: none"> - Re-read writing to check it makes sense. - Use the correct tenses. - Organise writing in line with its purpose.

<i>Use paragraphs</i>	<ul style="list-style-type: none"> - Write about more than one idea. - Group related information.
<i>Analyse writing</i>	<ul style="list-style-type: none"> - Discuss writing with the teacher and other students. - Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> o Word, sentence, letter, capital letter full stop, punctuation, singular, plural, question mark, exclamation mark. o Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. - Make simple additions, revisions and corrections to their own corrections to their own writing by: checking verbs to indicate time are used correctly, proof red for spelling, grammar and punctuation.
<i>Present writing</i>	<ul style="list-style-type: none"> - Read aloud writing clearly enough to be heard by peers and the teacher. - Read aloud writing with some intonation.
<i>Present neatly</i>	<ul style="list-style-type: none"> - Sit correctly and hold a pencil correctly. - Begin to form lower-case letters correctly. - Form capital letters. - Form digits 0-9. - Understand letters that are formed in similar ways. - Form lower-case letters of a consistent size. - Begin to join some letters. - Write capital letters and digits of consistent size. - Use spacing between words that reflects the size of the letters.

Genres to teach

- o Stories:
 - ❖ With imaginary settings
 - ❖ Stories that use the language of fairy tales
 - ❖ Narrative diaries
 - o Recounts
 - o Glossaries
 - o Non-chronological reports
 - o Poetry:
 - ❖ Nonsense and humorous poems
 - ❖ Poems with rhyme and description

<i>Term 1 – Pirate Adventures</i>		<i>Term 2 – Once Upon a Time</i>	
<i>Reading</i>	<i>Writing</i>	<i>Reading</i>	<i>Writing</i>
The Pirates Next Door (Johnny Duddle)	Persuasion	There's No Big Bad Wolf in this Story (Lou Carter)	Retell parts of a story (alternative version)
Peter Pan (Ladybird Reader, phase 5)	Setting Description Letters	The Magic Porridge Pot (Alan Macdonald)	Retelling a less known traditional tale
Book Family: Poem: Meet the Pirates (Anon) The Secrets of Black Rock (Joe Todd Stanton)		Book Family: The Last Wolf (Mini Grey) Class Novel:	

Class Novel: Treasure Island (Robert Stephenson)		The Christmasaurus (Tom Fletcher)	
Term 3 – Invent and Achieve		Term 4 – Fire Fire!	
Reading	Writing	Reading	Writing
Lily and the Snowman (Teach Hub/visual lit)	Instructions	Vlad and the Great Fire of London (Kate Cunningham)	Historical Narrative
Amelia Earhart (Isabel Sanchez Vegara)	Information Text		
Machine Poems (Nick Sharratt)	Rhyming Poems	Samuel Pepys Diary	Narrative Diary
Book Family: Ada Lovelace, Little Leaders, Bold Women in Black History/ Visionary Women Around the World (Little people Big Dreams) Class Novel: George's Marvellous Medicine (Roald Dahl)		Book Family: Non-Fiction Great Fire of London (Emma Adams) Class Novel: The Railway Children (Edith Nesbitt)	
Term 5 – Travels to Other Countries		Term 6 – Dinosaurs	
Reading	Writing	Reading	Writing
The Most Important Animal of All (Penny Worms)	Explanation (Riddles)	Dinosaurs (Stephanie Turnball)	Non-Chronological Reports
		Dinosaur Land: The Magic Fossil (M.J.Misra)	Narrative
Proudest Blue (Ibtihaj Muhammad and S.K.Ali)	Creative Writing	Dinosaur Poems (Teach Hub)	Riddles
Book Family: Rumble in the Jungle (Giles Andreae) Class Novel: The Gorilla Who Wanted to Grow Up (Jill Tomlinson)		Book Family: Tom and the Dinosaur Egg (Ian Beck) Class Novel: The Magic Faraway Tree (Enid Blyton)	
English Assessment			
Writing			
<ul style="list-style-type: none">➤ Once every big term we will assess the children's writing using the tick sheets that we already have in year groups➤ For moderation we will choose 6 children from each year group 2 HAP, 2MAP, 2LAP (these should be 'cuspy' children to help with your assessment). You will then moderate their writing with your year group partner for your moderation folders. This will take place in a staff meeting.➤ Years 2 and 6 will have internal moderation with coordinators			
Reading			

- RWI Phonic assessments will take place at the end of each term to determine progress and current levels.
- Once children have completed the RWI Phonics Programme, complete 'Big Cat' fluency assessments to level their reading ability.
- NFER Reading Assessment in Autumn, Spring and Summer terms.