

Y2 English Long Term Planning

Week	Word Reading as part of English	Stimulus	Outcome (genre, outcome, reason for writing if relevant)	Reading Objectives during English	Grammar & Punctuation Objectives linked to outcome	Composition Objectives and text features linked to outcome
1-2	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent                      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 contains the same graphemes as above                      Read words containing common suffixes                      Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	Traditional Tales	<p>Reading Focus – VIPERS and comparison of texts</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>                      -listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently                      - recognising simple recurring literary language in stories  <b>Understand both the books that they can already read accurately and fluently and those they listen to by:</b>                      -drawing on what they already know or on background information and vocabulary provided by the teacher                      - making inferences on the basis of what has been said and done                      - answering and asking questions                      - predicting what might happen on the basis of what has been read so far</p>	<p>Using capital letters for people, places, days of the week and personal pronoun 'I'; Introduction to full stops, capital letters, exclamation marks and question marks                      Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of past tense throughout writing and third person.                      Expanded noun phrases for description and specification.</p>	<p>Identify the sequence: opening – something happens – events to resolution – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p>
3-5		Traditional Tales	<p>I can write a <u>narrative</u> including description of the setting and characters (Writing to entertain)</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>                      -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales                      - recognising simple recurring literary language in stories</p>	<p>Using capital letters for people, places, days of the week and personal pronoun 'I'; Introduction to full stops, capital letters, exclamation marks and question marks                      Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of past tense throughout writing and third person.                      Expanded noun phrases for description and specification. Time connectives</p>	<p>Write settings created using descriptive words and phrases; beginning or end of the narrative clearly signalled e.g. 'one day' 'finally'. Divisions in narrative marked by sections; Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events;                      Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.</p>
6-7		History Link	<p>I can write a <u>report</u> including information about a significant person (Writing to inform)</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>                      -listening to, discussing and expressing views about non-fiction texts at a level beyond that at which they can read independently                      -discussing how items of information are related                      -being introduced to non-fiction books that are structured in different ways                      -discussing and clarifying the meanings of words, linking new meanings to known vocabulary  <b>Understand both the books that they can already read accurately and fluently and those they listen to by:</b>                      -drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Recognise how words combine to make sentences; Use joining words and clauses using 'and'; Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs; Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>	<p>Use brief introduction and conclusion and group main ideas; Identify main features of non-chronological reports, including grammatical features and key vocabulary                      Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing                      Write simple non-chronological reports organising their ideas into general themes, subheadings, key details and information.                      Write a paragraph on a theme, using subheadings, key details and information to structure the text                      Maintain consistency in non-narrative, including purpose and tense</p>

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8	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; 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 contains the same graphemes as above; Read words containing common suffixes; Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	The way back home	Reading focus – VIPERS	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>-discussing the sequence of events in books</li> <li>-discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>-discussing their favourite words and phrases</li> </ul> <p><b>Understand both the books that they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- making inferences on the basis of what has been said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul>	<p>Recognise expanded noun phrases for description and specification; Identify co-ordination using or, and, or but and subordination using when, if, that or because. Recognise commas to separate items in a list Identify how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Identify temporal connectives and talk about how they are used to signal the passing of time</p>	<p>Identify the sequence: opening – something happens – events to resolution – ending; Understand that we know what characters are like from what they do and say as well as their appearance; Notice that: characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Understand that settings are created using descriptive words and phrases; understand that particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</p>
9-10		The way back home/ Lost and found	I can write an alternative narrative version with simple adaptations (Writing to entertain)		<p>Begin to use expanded noun phrases for description and specification; Use co-ordination using or, and, or but and subordination using when, if, that or because. Use commas to separate items in a list Use grammatical patterns in sentences with different functions e.g. statement, question, exclamation or command Use temporal connectives and talk about how they are used to signal the passing of time Write in appropriate tense (mainly consistent) and in third person throughout</p>	<p>Write sustained stories about a character they have selected from one of the stories they have read, including details to sustain the readers interest Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes</p>
11			Reading Focus – comparison of texts by the same author	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>-listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</li> </ul> <p><b>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</b></p> <p><b>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</b></p>	<p>Use grammatical patterns in sentences with different functions e.g. statement, question, exclamation or command</p>	
12-14		Mog's Christmas Calamity	I can write a diary entry (Writing to inform)	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>-listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</li> <li>-discussing the sequence of events in books</li> <li>-discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>-discussing their favourite words and phrases</li> </ul>	<p>Practise use of informal language. Maintain past tense with present used when appropriate e.g. I feel upset etc Utilise personal pronouns and time conjunctions Use co-ordination using or, and, or but and subordination using when, if, that or because. Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Introduction to set the scene, , Talks about feelings, thoughts and emotions, Informal language - write as though 'talking' to the reader, Writing about events in chronological order; Conclusion to sum up what has happened and what might happen next;</p>

