

Y2 English Long Term Planning – Spring 1

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
15	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	Poetry – The day the teacher went batty	Reading Focus – VIPERS and comparison of texts	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about poetry at a level beyond that at which they can read independently		
16-17		History Link	I can write a <u>report</u> including information about the Great Fire of London (Writing to inform)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -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 Understand both the books that they can already read accurately and fluently and those they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher	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	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
18		Poetry – The day the teacher went batty	I can write a <u>poem</u> following a model format (Writing to entertain)		Experiment with alliteration to create humorous and surprising combinations Use adjective and adverb	Write a poem; Create a pattern or shape on the page; use simple repeating phrases or lines as models Use precise vocabulary to describe specific aspects in order to create a feeling of wonder and respect in the reader
19		DT link	I can write <u>instructions</u> (Writing to inform)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently -being introduced to non-fiction text that are structured in different ways -discussing and clarifying the meanings of words, linking new meanings to known vocabulary Explain and discuss their understanding of text, both those that they listen to and those that they read for themselves	Direct/imperative language Use of adjectives and adverbs limited to giving essential information Emotive/value-laden language not generally used	Give clear oral instructions to members of a group. Compose a set of instructions with additional diagrams. Write simple instructions independently. Use a statement of purpose, list of materials or ingredients, sequential steps,
20-21		The day the crayons quit	I can write a <u>letter</u> (Writing to entertain)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently -discussing the sequence of events in books and how items of information are related Explain and discuss their understanding of text, both those that they listen to and those that they read for themselves	Use of -ly in Standard English to turn adjectives into adverbs Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns; modal verbs introduced - should, could, would; simple noun phrases; subject/verb sentences e.g. we want / I think	Write a brief introduction and conclusion Write in the past tense with main ideas organised into groups; using sequencing techniques - time related words, Sender's address, Date, Informal greeting, Introduction, Detail, Conclusion, Sign off with 'from' or 'best wishes' or 'love'

Y2 English Long Term Planning – Spring 2

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
22-24	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	Tiddalick the frog	Week 22: Reading focus – VIPERS Week 23-24 I can write an alternative narrative version with simple adaptations (Writing to entertain)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently -discussing the sequence of events in books -becoming increasingly familiar with and retelling a wider range of stories -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those they listen to by: -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 - predicting what might happen on the basis of what has been read so far	Use past tense and 3rd person consistently; Include some dialogue Use adjectives and adverb to aid description	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. Settings created using descriptive words and phrases; beginning or end of the narrative clearly signalled e.g. 'one day' 'finally' 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.
25		Non-fiction texts	Reading Focus – VIPERS	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently -being introduced to non-fiction text that are structured in different ways -discussing and clarifying the meanings of words, linking new meanings to known vocabulary Explain and discuss their understanding of text, both those that they listen to and those that they read for themselves	Use grammatical patterns in sentences with different functions e.g. statement, question, exclamation or command	
26-27		Geography focus	I can write a report about Mexico (Writing to inform)		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	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