



St Laurence's CE Primary School
English
Long Term Plan
Year 2



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Text The Troll Julia Donaldson</p> <p>Fiction</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> •Predict what might happen on the basis of what has been read so far •Discuss and clarify the meaning of words, linking new meanings to known vocabulary •Answer and ask questions •Discuss their favourite words and phrases •Answer and ask questions •Introduce non-fiction books that are structured in different ways •Discuss the sequence of events in books and how items of information are related •Make inferences on the basis of what is being said and done 	<p>Reading Text Above and Below Hanako Clulow</p> <p>Non-Fiction</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> •Predict what might happen on the basis of what has been read so far •Discuss and clarify the meaning of words, linking new meanings to known vocabulary •Answer and ask questions •Discuss their favourite words and phrases •Answer and ask questions •Introduce non-fiction books that are structured in different ways •Discuss the sequence of events in books and how items of information are related •Make inferences on the basis of what is being said and done 	<p>Reading Text The Dragonsitter Josh Lacey</p> <p>Fiction</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> •Predict what might happen on the basis of what has been read so far •Discuss and clarify the meaning of words, linking new meanings to known vocabulary •Answer and ask questions •Discuss their favourite words and phrases •Answer and ask questions •Introduce non-fiction books that are structured in different ways •Discuss the sequence of events in books and how items of information are related •Make inferences on the basis of what is being said and done 	<p>Reading Text Owen and the Soldier Lisa Thompson</p> <p>Fiction</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> •Predict what might happen on the basis of what has been read so far •Discuss and clarify the meaning of words, linking new meanings to known vocabulary •Answer and ask questions •Discuss their favourite words and phrases •Answer and ask questions •Introduce non-fiction books that are structured in different ways •Discuss the sequence of events in books and how items of information are related •Make inferences on the basis of what is being said and done 	<p>Reading Text Fantastic Mr Fox Roald Dahl</p> <p>Fiction</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> •Predict what might happen on the basis of what has been read so far •Discuss and clarify the meaning of words, linking new meanings to known vocabulary •Answer and ask questions •Discuss their favourite words and phrases •Answer and ask questions •Introduce non-fiction books that are structured in different ways •Discuss the sequence of events in books and how items of information are related •Make inferences on the basis of what is being said and done 	<p>Reading Text Grimm's Fairy Tales</p> <p>Fiction</p> <p>Mastery Focus</p> <ul style="list-style-type: none"> •Predict what might happen on the basis of what has been read so far •Discuss and clarify the meaning of words, linking new meanings to known vocabulary •Answer and ask questions •Discuss their favourite words and phrases •Answer and ask questions •Introduce non-fiction books that are structured in different ways •Discuss the sequence of events in books and how items of information are related •Make inferences on the basis of what is being said and done
<p>Writing Text Troll Swap Leigh Hodgkinson</p> <p>Fiction</p>	<p>Writing Text The Owl Who Was Afraid of the Dark Jill Tomlinson</p> <p>Fiction</p>	<p>Writing Text The Dragon Machine Helen Ward</p> <p>Fiction</p>	<p>Writing Text Major Glad, Major Dizzy Jan Oke</p> <p>Fiction</p>	<p>Writing Text The Last Wolf Mini Grey</p> <p>Fiction</p>	<p>Writing Text Grandad's Secret Giant David Litchfield Fiction</p> <p>Fiction</p>



St Laurence's CE Primary School
English
Long Term Plan
Year 2



<p>GPS</p> <ul style="list-style-type: none"> Plan or say out loud what is going to be written about Use punctuation correctly – full stops, capital letters Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and) <p>Outcome</p> <p>To write a story based upon the model text using the pupils' ideas for characters</p>	<p>GPS</p> <ul style="list-style-type: none"> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list <p>Outcome</p> <p>To write a fact sheet about owls using information gathered from the text</p>	<p>GPS</p> <ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Read aloud with intonation Use punctuation correctly - exclamation marks, question marks <p>Outcome</p> <p>To write a story based upon the model text using own ideas for a change of character and machine</p>	<p>GPS</p> <ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Use punctuation correctly introduce apostrophe for the possessive (singular) <p>Outcome</p> <p>To write a recount of historical events from the text from Major Glad's point of view</p>	<p>GPS</p> <ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms <p>Outcome</p> <p>To write a letter in role persuading characters to save the trees</p>	<p>GPS</p> <ul style="list-style-type: none"> Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g -ment,- ful <p>Outcome</p> <p>To write own version of the story with a focus on morals and acceptance of others</p>
<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> Common exception words (Y1) Common exception words (Y2) Words ending -y (/i:/ or /ɪ/) The /aɪ/ sound spelt -y at the end of words 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> Previously taught common exception words Common exception words Adding the endings -er and -est to words of one syllable ending where no change is needed to the root word Adding -er, -est and -y to words of one syllable ending 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> Previously taught common exception words Common exception words Compound words Contractions Adding the prefix -un Contractions 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> Previously taught common exception words Common exception words Words with adjacent consonants The sound /l/ or /əl/ sound spelt -el and -le at the end of words 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> Previously taught common exception words Common exception words Contractions Possessive apostrophe (singular nouns) Adding the endings -ing, -ed, -er and -est to words of 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> Previously taught common exception words Common exception words Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)



St Laurence's CE Primary School
English
Long Term Plan
Year 2



<ul style="list-style-type: none"> • Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular verbs) • Adding <i>-es</i> to nouns and verbs ending in <i>-y</i> • Adding the endings <i>-ing</i> and <i>-ed</i> to verbs where no change is needed to the root word • Adding <i>-ing</i> and <i>-ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter • Adding <i>-ing</i> and <i>-ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter • Adding <i>-ing</i> and <i>-ed</i> to words ending in <i>e</i> with a consonant before it • Adding <i>-ing</i> and <i>-ed</i>, to words ending in <i>-e</i> • Adding <i>-ing</i> 	<p>in a single consonant letter after a single vowel letter</p> <ul style="list-style-type: none"> • Adding <i>-er</i>, <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter • Adding <i>-er</i>, <i>-est</i> and <i>-y</i> to words ending in <i>e</i> with a consonant before it • Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words ending in <i>e</i> • Adding <i>-er</i> and <i>-est</i> to a root word ending in <i>y</i> • Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them • The /i:/ sound spelt <i>-ey</i> • The /ʌ/ sound spelt <i>o</i> • Previously taught vowel digraphs/trigraphs (including alternative spellings of the same phoneme) • Homophones and near-homophones 	<ul style="list-style-type: none"> • Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word • The suffix <i>-ly</i> • Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them • The suffix <i>-ful</i> • Division of words into syllables • Words ending in <i>-tion</i> 	<ul style="list-style-type: none"> • The sound /l/ or /əɫ/ sound spelt <i>-el</i> and <i>-le</i> at the end of words • The sound /l/ or /əɫ/ sound spelt <i>-al</i> and <i>-il</i> at the end of words • The sound /l/ or /əɫ/ sound spelt <i>-al</i> and <i>-il</i> at the end of words • The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i> • Previously taught vowel digraphs (including alternative spellings of the same phoneme) • The /ɔ:/ sound spelt <i>ar</i> after <i>w</i> • The /ɜ:/ sound spelt <i>or</i> after <i>w</i> • The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i> • Previously taught homophones • Homophones and near-homophones 	<p>one syllable ending where no change is needed to the root word</p> <ul style="list-style-type: none"> • The suffixes <i>-ment</i>, <i>-ness</i> • The suffixes <i>-ly</i>, <i>-ful</i> • The suffix <i>-less</i> • The /v/ sound at the end of words • The /ŋ/ sound spelt <i>n</i> before <i>k</i> • <i>-tch</i> • The /ʒ/ sound spelt <i>s</i> • Split digraphs • The /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i> 	<ul style="list-style-type: none"> • The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i> • Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme) • The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i> • Previously taught consonant digraphs • The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words • Split digraphs • The /r/ sound spelt <i>wr</i> at the beginning of words • Previously taught homophones • Homophones and near-homophones
--	--	--	---	---	---