

### Year 2 English long term plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Dragonology</b>	<b>Remembrance</b>	<b>Palaeontology</b>	<b>Planet Earth</b>	<b>British Monarchy</b> <b>Queen Victoria</b> <b>Queen Elizabeth ii</b>	
S & L	Spoken language	Recount experiences, imagine possibilities often connecting ideas together  Vary talk in simple ways to gain and hold attention of listeners	Show awareness of different purposes and audiences through some specific vocabulary choices and use of non-verbal features	Listen and respond to speaker (s) showing some development of ideas through interaction	Show some variety and awareness of purpose when speaking in turn, in pairs or small groups	Extend experience and ideas, through some adaptation of speech, gesture or movement in different roles and simple scenarios	Show awareness of some of the ways in which speakers vary talk and why, through exploring different ways of speaking.
	Word reading	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 further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Re-read these books to build up their fluency and confidence in word reading.
Reading	Comprehension	Become familiar with and retelling a wider range of stories, fairy stories and traditional tales.  Discussing the sequence of events in books and how items of information are related.  Draw on what they already know or on background information and vocabulary provided by the teacher. 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	Listening, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.  Introduced to non-fiction books that are structured in different ways.  Checking that the text makes sense to them as they read and correcting inaccurate reading.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  Answering and asking questions.  Predicting what might happen on the basis of what has been read so far.  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Answer questions and make some inferences on the basis of what is being said and done. Make links between the book they are reading and other books they have read.	Recognising simple recurring literary language in stories and poetry.	Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
		Spelling  Phonics High frequency Morphemic based on seeing chunks of meaning	See Spelling plan				
Writing	Handwriting	Revise forming lower case letters in the correct direction starting and finishing in the correct place.	Write capital letters and digits of correct size, orientation and relationship, to one another and lower case letters.	Use diagonal and horizontal strokes to join up their writing.	I can make my work look neat and nicely presented.	All previous statements.	All previous statements.

	Use spacing between the words that reflects the size of the letters					
See also separate Handwriting plan that links to the spelling plan						
Vocabulary, Grammar & punctuation	<p>Use co-ordination (using or, and, or but).</p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks.</p> <p>Sentences with different forms: statement, question, exclamation, command.</p>	<p>Use present and past tenses correctly and consistently including the progressive form</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks</p> <p>Use question marks,</p> <p>Use lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Using suffixes such as er, -est, -ly.</p> <p>Sentences with different forms: statement, question, exclamation, command.</p>	<p>Expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Use formation of nouns using suffixes such as -ness -er</p> <p>Using suffixes such as -ful, -less.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Use apostrophes for contracted forms and the possessive (singular).</p>	<p>Use question marks, apostrophes for contracted forms and the possessive (singular).</p> <p>Use formation of nouns using suffixes such as -ness -er and by compounding e.g. whiteboard, superman.</p> <p>Revise sentences with different forms: statement, question, exclamation, command.</p> <p>Revise present and past tenses correctly and consistently.</p> <p>Suffix -ness and -ment</p>	<p>Revise sentences with different forms: statement, question, exclamation, command.</p> <p>Revise present and past tenses correctly and consistently including the progressive form.</p> <p>commas for lists</p>	All previous statements.
Composition	<p><b>Purpose &amp; Audience:</b> Create their own Fantasy Dragon Storybook. <b>Form:</b> Narrative <b>Subject:</b> 'The Egg' by M P Robertson.</p>	<p>Writing about real events <b>Purpose &amp; Audience:</b> Create a soldiers memory box of letters, diary extract and objects. <b>Form:</b> Recount, diaries &amp; Letter writing <b>Subject:</b> World War 1</p>	<p>Writing for different purposes <b>Purpose &amp; Audience:</b> Create a storybook that includes a postcard and instructions <b>Form:</b> Story writing, Instructions and Postcards <b>Subject:</b> Traditional Story Tales</p>	<p><b>Purpose &amp; Audience:</b> Children to persuade their parents on where to go on their summer holidays. <b>Form:</b> Persuasive writing <b>Subject:</b> Countries around the world</p>	<p><b>Purpose &amp; Audience:</b> To share with a Year class what they have learnt about the Countries using their fiction and non-fiction writing. <b>Form:</b> Non-fiction and Fiction based reports <b>Subject:</b> Tin Tin</p>	<p><b>Purpose:</b> Cinquain, Kennings <b>Audience:</b> Year 1 <b>Form:</b> Poetry <b>Subject:</b> Summertime</p>
<p>To be taught in all lessons:  <b>Consider what they are going to write before beginning by:</b>          Planning or saying out loud what they are going to write about          Writing down ideas and/or key words, including new vocabulary          Encapsulating what they want to say, sentence by sentence  <b>Make simple additions, revisions and corrections to their own writing by:</b>          Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form          Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]          Read aloud what they have written with appropriate intonation to make the meaning clear.</p>						

## Year 2 Spelling

### Year 2 Autumn Overview

<b>Week 1</b>	Homophones (blue/blew) (to/too/two) Homophones dictation	<b>Week 7</b>	Revise, practise and apply i sound spelt y Cry fly dry try reply why by july
<b>Week 2</b>	Revise, practise and apply ai spelt i find, kind, mind, behind, child, wild, climb	<b>Week 8</b>	Teach practise and apply Contractions can't, didn't, hasn't, it's, couldn't, I'll, they're)
<b>Week 3</b>	Teach and revise Homophones (here/hear, one/won, sun/son) Homophones dictation	<b>Week 9</b>	Revise, practise and apply l sound spelt –le at the end of words and following a consonant.
<b>Week 4</b>	Revise, practise and apply d spelt ge and dge	<b>Week 10</b>	<i>Teach and practise adding endings, _ing, _ed, _er, _est to words ending in e with consonant before it.</i>
<b>Week 5</b>	Revise, practise and apply s spelt c before e, i and y	<b>Week 11</b>	Teach and practise adding y ending to words ending in e with a consonant before it.
<b>Week 6</b>	Revise, practise and apply n spelt kn and gn at the beginning of words	<b>Week 12</b>	Teach strategies for learning common exception words.

### Year 2 Spring Overview

<b>Week 1</b>	Teach practise and apply i sound spelt ey Dictation ey.	<b>Week 7</b>	Teach practise and apply z sound spelt s Dictation s, television, treasure.
<b>Week 2</b>	Teach and revise Near Homophones (quite/quiet) Practise and apply Homophones and near homophones	<b>Week 8</b>	Teach, practise and revise homophones (there/their/they're and new/knew)
<b>Week 3</b>	Teach practise and apply adding suffixes _ful, _less and _ly	<b>Week 9</b>	Teach practise and apply adding _es to nouns and verbs ending in y.
<b>Week 4</b>	Teach practise and apply the possessive apostrophe (singular nouns) Megan's.	<b>Week 10</b>	Teach practise and apply a sound spelt a after w and qu Dictation a

<b>Week 5</b>	<i>Teach and practise adding endings, _ing, _ed, _er, _est and _y to one syllable ending in a single consonant after a single vowel.</i>	<b>Week 11</b>	Teach practise and apply r sound spelt wr
<b>Week 6</b>	Teach and practise strategies for learning spellings; mnemonics, because	<b>Week 12</b>	Teach and practise strategies for learning common exception words.

**Summer Overview**

<b>Week 1</b>	Revise Contractions can't, didn't, hasn't it's, couldn't, I'll, they're	<b>Week 7</b>	Teach practise and apply u sound spelt o mother, brother, nothing
<b>Week 2</b>	Teach and practise word endings _tion	<b>Week 8</b>	Teach practise and apply l sound spelt il pencil, fossil, nostril
<b>Week 3</b>	Teach practise and apply 'all' sound spelt a before l and ll call, ball, tall	<b>Week 9</b>	Spelling lessons should now focus on the following; <ul style="list-style-type: none"> <li>- Securing spelling strategies</li> <li>- Developing editing and proof reading skills</li> <li>- Learning spellings.</li> </ul>
<b>Week 4</b>	Teach practise and apply or sound spelt ar after w. war, warm, towards	<b>Week 10</b>	
<b>Week 5</b>	Teach practise and apply suffixes _ment and _ness.	<b>Week 11</b>	
<b>Week 6</b>	<i>Teach, practise and assess the er sound spelt or after w. Dictation</i>	<b>Week 12</b>	