

English Long Term Plan Year 2 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Who was the most powerful monarch?	What was great about the 'Great Fire of London'?	Where in the World?		How is life similar and different in Kenya to living in the UK?	How have people made a difference to our world?
Year 2	English Texts	The Barnabus Project F – Terry Fan Lights on Cotton Rock F – David Litchfield Leaf Man F – Lois Ehlert	The Great Fire of London NF Moonlight Zoo F – Maudi Powell-Tuck The Night Box F – Louise Greig Let's Invent a Monster and I am Walking with my Iguana (poem)	Miranda the Explorer F – James Mayhew Here We Are NF – Oliver Jeffers Beego F – Alexis Deacon	Grandpa's Camper F – Henry Woodgate The Invisible F – Tom Percival The Dancing Turtle F – Pleasant DeSpain	For you are a Kenyan child NF - Kelly Cunnane If you were me and lived in Kenya NF – Carole P Roman Mama Panya's Pancakes F – Mary and Rich Chamberlain	Little People, Big Dreams: - Maria Vigara Malala Yousafzai NF Nelson Mandela NF Rosa Parks NF Dreams of Freedom F
	Text Type and Outcome	Non-fiction Non-chronological Report, 'How to make a perfect pet' Narrative Setting description Non-fiction Writing Instructions "How to make a Leaf Man"	Narrative (F) Diary Entry based on 'The Great Fire of London' from a child's perspective Narrative Character description of Eva Narrative Story re-tell of 'The Night Box' (Adapting the setting) Poetry Week Re-write a poem changing the repeating lines. Learn a poem to read aloud Narrative Recount of a real event: 'The Great Fire of London Super Learning Day	Narrative (F) Letter writing Diary writing Non-Fiction Information Text based around a chosen country Information Text based around the 7 Wonders of the World	Narrative (F) Short story with a change to the ending Non-fiction Explanation Text Instructional Text	Narrative Writing a story from another culture Non-Fiction Report on life as Kenyan child	Narrative Write a biography based around a human rights activist Poetry Write a poem: 'Freedom is ...'
	Grammar and Punctuation	Use of capital letters, full stops, question marks, exclamation marks Noun Expanded noun phrases Adjectives Verbs	Past and present tense Co-ordinating conjunctions Subordinating conjunctions Similes	Sentences: Statement Question Exclamation Commas in list Bullet points Adverbs	Progressive forms of verbs in the past or present to mark actions (is drumming, was shouting)	Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns	Consolidation and Revision.
	Reading skills	Through reading pupils are taught to: - Develop pleasure in reading, be motivated to read, vocabulary and understanding - Understand both the books that they can already read accurately and fluently and those that they listen to - 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 - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves					
	Handwriting	Pupils are taught to: - Form lower-case letters of the correct size relative to one another - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - Use spacing between words that reflects the size of the letters.					

	Spelling	Pupils are taught to spell by: <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - apply spelling rules and guidance - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 				
	Revision of Phase 5	Sound spelt 'wr' at the beginning 's' sound spelt 'c' before 'e', 'i' and 'y' 'j' sound spelt 'dge' and 'ge' Soft 'g' before 'e', 'i' and 'y' Sound spelt 'kn' and 'gn' at the beginning 'l' sound spelt 'le' at the end of words 'l' sound spelt 'el' at the end	'l' sound spelt 'al' or 'el' at the end 'l' sound using a 'y' Adding 'es' to nouns and verbs ending in 'y' Adding 'ed' to a root word Adding 'ing' to a root word Adding 'er' and 'est' to a root word Adding 'y' to the end of words	'or' sound usually spelt as an 'e' before 'l' and 'll' 'ey' at the end. Adding 's' for the plural Suffix -less Suffix -ness Suffix -full Suffix – ment Suffix - ly	Contracted words Possessive singular apostrophe 'or' sound spelt 'ar' 'er' sound spelt 'or' 'a' that makes the 'o' sound after 'w' and 'q' Words ending in -tion	Homophones and near homophones Revision