

**Year 2 Long Term English Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts						
Genre	Character description Setting description Non chronological report Instructions	Story retell Poetry -acrostic Personal recount A letter to the church.	Character description Setting description Story sequence Story ending	Recount – diary Non-Chronological report	Personal recount Story Instructions Letter- recount Information Text	Character description Setting description Story- sequence events
Poetry		Poetry - acrostic		Poem for Mother's Day cards		Poem for Father's Day cards

National Curriculum Statutory Requirements

**Year 2 Reading:**

- Children should be able to retell some familiar stories that have been read to them and discussed or acted out in Year 1 and become increasingly familiar with new ones.
- Develop pleasure in reading by listening to and discussing a wide range of contemporary poetry, stories, plays and information books (Plays could be in guided reading)
- Be introduced to non-fiction books structured in different ways
- Recite some poems by heart

Word Reading	Comprehension – Response and Attitude	Comprehension - Understanding
<ul style="list-style-type: none"> <li>• Automatically applies phonic knowledge and skills to decode accurately and with increasing fluency</li> <li>• Recognise the majority of the alternative sounds for graphemes</li> <li>• Accurately decodes unfamiliar words using GPCs taught and blending the sounds, including words of two or more syllables</li> <li>• Reads further common exception words of the age appropriate phase</li> <li>• Reads most common words quickly and accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to, discusses and expresses views about a wide range of poetry (contemporary and classic), stories and non-fiction beyond that which they can read independently</li> <li>• Discusses the sequence of events in a book and explain show items of information are related (e.g. cause and effect)</li> <li>• Retells a wide range of familiar stories including fairy stories and traditional tales (at least six)</li> <li>• Has experience of using a variety of information books structured in different ways</li> <li>• Notices simple recurring literary language in stories and poetry</li> </ul>	<p>In the context of a broad range of books, poems and other works:</p> <ul style="list-style-type: none"> <li>• Read for meaning and self-correct when reading aloud</li> <li>• Draw on prior knowledge (including that provided by the teacher) to support their understanding</li> <li>• Make predictions based on what they have heard/read so far</li> <li>• Infer meaning on the basis of what has been said or done</li> <li>• Asks and answers questions about what they have read and what has been read to them</li> </ul>

- Reads words containing common suffixes
- Confidently and accurately reads books closely matched to improving phonic knowledge
- Talks about favourite words and phrases
- Can recite an increasing number of poems by heart, using appropriate intonation to make the meaning clear
- Participates in discussion about books, poems and other works that are read to them and those they can read for themselves, explaining their understanding, taking turns and listening to what others say

**Year 2 Writing:**

- Write narratives about personal experiences, real events, poetry, write for different purposes
- Write down ideas and/or key words before beginning to write
- Begin to evaluate what they have written

**Spelling**

- Segments spoken words into phonemes and represents these by graphemes, spelling many correctly
- Uses new ways of spelling phonemes for which one or more spellings are already known, and correctly spells some words with each spelling, including a few common homophones
- Spells common exception words
- Correctly spells an increasing number of words with contracted forms
- Distinguishes between homophones and near-homophones

**Vocabulary, Grammar and Punctuation**

- Uses both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists
- Uses correct punctuation of apostrophes for contracted forms
- Uses correct punctuation of the possessive singular
- Uses sentences with different forms: statement, question, exclamation, command
- Expands noun phrases to describe and specify

- Adds suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly
- Uses the possessive apostrophe (singular) – e.g. the girl’s book
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- Uses the present tense correctly and past tenses correctly and consistently including the progressive form
- Uses subordination (using when, if, that, or because) and coordination (using or, and, or but)
- Uses and understands the grammatical terminology when discussing their writing. (i.e. noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma)

### Writing Process

- Develop positive attitudes towards and stamina for writing
- Writes narratives about personal experiences and those of others (real and fictional)
- Writes about real events
- Writes poetry
- Writes for different purposes
- Plans or says out loud what they are going to write about
- Plans by writing down ideas and/or key words, including new vocabulary
- Encapsulates what they want to say, sentence by sentence
- Evaluates their own writing with the teacher and other pupils
- Re-reads to check that their writing makes sense

### Handwriting

- forms lower-case letters of the correct size relative to one another
- is beginning to use some of the diagonal and horizontal strokes needed to join letters
- understands which letters are best left unjoined
- writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- uses spacing between words that reflects the size of the letters.

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| <ul style="list-style-type: none"><li>• Re-reads to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>• Proof-reads to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) and makes simple revisions</li><li>• Reads aloud what they have written with appropriate intonation to make the meaning clear.</li></ul> |  |
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