

ENGLISH LONG TERM PLAN - YEAR 2

|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
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| Phonics   | <b>PHASE 5 REVISION<br/>(READING AND WRITING)</b>   |   | <b>PHASE 6<br/>(READING AND WRITING)</b>  |  | -ly suffix<br>-ful suffix<br>-ment<br>-ness   | - Use of the suffixes – er and –est to form comparisons of adjectives and adverbs   |
| Reading – word reading  | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>past, father, mother, class, grass, pass, plant, path, bath, Mr, Mrs, parents, with, which  | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>most, only, both, old, cold, gold, hold, told, Christmas, people, child, children,  | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>every, everybody, even, great, break, steak, pretty, after, fast, wild  | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>who, whole, any, many, clothes, busy, water, again, half, money, one   | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>Beautiful, climb door, floor, poor, because, find, kind, mind, behind, last   | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>hour, move, prove, improve, sure, sugar, eye, could, should, would,   |
| <p><b>Reading Comprehension</b></p> <p><b>Look at the types of questions on the reading progression document to see how the questioning changes/extends from half term to half term.</b></p> <p><b>ORANGE, TURQUOISE, PURPLE AND GOLD BOOKS ON BUG CLUB</b></p> | <p><b>LITERAL COMPREHENSION</b><br/>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture.</p> <p><b>LITERAL SEQUENCING</b><br/>Refer to the book to retell main points in the correct sequence</p> <p><b>LITERAL ACCURACY</b><br/>With support, check the text makes sense as they read and correct inaccurate reading.</p> <p><b>MAKING INFERENCES</b><br/>Participate in discussions about books they have listened to or read, making inferences about reasons for events.</p> <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>Give a personal opinion about an event or character and give a simple justification in a discussion about a story.</p> <p><b>PERFORMANCE</b><br/>Recite two or three short poems by heart, with some prompts.</p> | <p><b>LITERAL COMPREHENSION</b><br/>Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher.</p> <p><b>LITERAL SEQUENCING</b><br/>Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events.</p> <p><b>ACCURACY</b><br/>With occasional support, check text makes sense as they read, and able to correct mistakes.</p> <p><b>MAKING INFERENCES</b><br/>Participate in discussions about books they have listened to or read, making inferences about how characters feel.</p> <p><b>PREDICTION</b><br/>Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story.</p> | <p><b>LITERAL COMPREHENSION</b><br/>Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters.</p> <p><b>MAKING INFERENCES</b><br/>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied.</p> <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>With support, form a simple question they would like to ask a character about events from the story.</p> <p><b>LITERARY LANGUAGE</b><br/>With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration.</p> <p><b>RANGE OF TEXTS</b><br/>Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories,</p> | <p><b>LITERAL COMPREHENSION</b><br/>Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.</p> <p><b>SEQUENCING</b><br/>Retell recently read stories, including main characters and most key events, in correct order with minimal prompting.</p> <p><b>ACCURACY</b><br/>Usually checks for themselves that text makes sense as they read, and correct inaccurate reading.</p> <p><b>INFERENCES</b><br/>Participate in discussions about books they have listened to or read, making simple inferences on the basis of what characters do.</p> <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>With some support, explain and discuss their understanding of books, poems and other material in simple terms.</p> <p><b>PERFORMANCE</b><br/>Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear.</p> | <p><b>LITERAL COMPREHENSION</b><br/>Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.</p> <p><b>SEQUENCING</b><br/>Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.</p> <p><b>INFORMATION RETRIEVAL</b><br/>With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.</p> <p><b>MAKING INFERENCES</b><br/>Discuss why some events in a story are important and make simple links between items of information.</p> <p><b>PREDICTION</b><br/>Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story</p> <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>With support, use empathy to help them understand characters and their</p> | <p><b>LITERAL COMPREHENSION</b><br/>Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p><b>SEQUENCING</b><br/>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p><b>ACCURACY</b><br/>Independently check text makes sense as they read, and correct inaccurate reading.</p> <p><b>MAKING INFERENCES</b><br/>Participate in discussions about books they have listened to or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>Explain and discuss their understanding of books, poems and other material</p> |

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|                | <p><b>LITERARY LANGUAGE</b><br/>Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle.</p> <p><b>VOCABULARY DEVELOPMENT</b><br/>Able to find a word in a sentence that has the same meaning as a given word or phrase.</p> <p><b>TEXT STRUCTURE</b><br/>Beginning to recognise that some non-fiction books have features that are different from the main text.</p>  | <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>Explain how a story, poem or non-fiction topic makes them feel.</p> <p><b>PERFORMANCE</b><br/>Recite with accuracy about three familiar short poems by heart.</p> <p><b>LITERARY LANGUAGE</b><br/>Recognise clear patterns of language, such as the repetition of words or phrases.</p> <p><b>VOCABULARY DEVELOPMENT</b><br/>Able to find a word in a page of text that has the same meaning as a given word.</p> <p><b>TEXT STRUCTURE</b><br/>Know what some common non-fiction features are called and what they do.</p> | <p>traditional tales, poems and non-fiction.</p> <p><b>TEXT STRUCTURE</b><br/>With support, clearly explain what some common non-fiction features are called and what they do.</p>  | <p><b>LITERARY LANGUAGE</b><br/>Recognise rhymes or alliteration in poems they have listened to or read</p> <p><b>VOCABULARY DEVELOPMENT</b><br/>Identify their favourite words and phrases.</p> <p><b>TEXT STRUCTURE</b><br/>Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called.</p> | <p>motivation.</p> <p><b>LITERARY LANGUAGE</b><br/>Recognise interesting vocabulary in a text they have listened to or read.</p> <p><b>VOCABULARY DEVELOPMENT</b><br/>Discuss their favourite words and phrases.</p> <p><b>TEXT STRUCTURE</b><br/>With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p> | <p>they have listened to or read, sometimes giving a more detailed account of their opinions.</p> <p><b>PERFORMANCE</b><br/>Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p><b>LITERARY LANGUAGE</b><br/>Recognise simple recurring literary language in stories and poetry.</p> <p><b>VOCABULARY DEVELOPMENT</b><br/>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p><b>RANGE OF TEXTS</b><br/>Discuss and express views about a wide range of texts they have listened to.</p> <p><b>TEXT STRUCTURE</b><br/>Able to read a range of non-fiction texts structured in different ways.</p> |
| <b>Writing</b> | <p>Write for different purposes.</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p><b>I can write a statement and question sentence.</b></p> <p><b>I can use adjectives in a sentence (the blue butterfly)</b></p> <p>Revise co-ordination of 'and' and 'but'</p> <p>Teach 'or' and 'because' to join sentences.</p> <p>Revise and practice correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation.</p> | <p>Write for different purposes.</p> <p>Write about real events</p> <p><b>Begin to use some of the diagonal and horizontal strokes needed to join letters. Consider what you are going to write before beginning.</b></p> <p><b>I can use that in a sentence to join my ideas.</b></p> <p><b>I can write exclamation sentences (diary)</b></p> <p><b>I can write a command sentence (instructions)</b></p> <p><b>I can use the past and present tense)</b></p>  | <p>Write for different purposes.</p> <p>Write poetry</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p><b>I can use expanded noun phrases to describe and specify (e.g. the pretty, blue, butterfly)</b></p> <p><b>I can use when and if to join my ideas.</b></p> | <p>Write for different purposes.</p> <p>Write about real events</p> <p><b>I can use the past and present progressive tenses in my writing (she is running, she was running instead of she runs, she ran)</b></p>  | <p>Write for different purposes.</p> <p>Write poetry</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p>  | <p>Write for different purposes.</p> <p>Write about real events</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p>  |

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|             | <p>Form lower case letters of the correct size relative to one another.</p> <p>Consider what you are going to write before beginning.</p> <p>Discuss ideas for the content of writing.</p> <p>Orally rehearse structured sentences or sequences of sentences.</p> <p>Re-read to check that writing makes sense</p> <p>Evaluate writing independently and/or with teacher or peers.</p> <p>Make improvements to writing after evaluation.</p> |   |  |  |   |   |
| Punctuation | <p>Use spacing between words that reflects the size of the letters.</p> <p>I can use the correct size, orientation and relationship to one another of letters and numbers.</p> <p>Use full stops, capital letters accurately to demarcate sentences</p> <p>I can use question marks accurately</p> <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun "I"</p>                         | <p>I can write exclamation sentences that are correctly punctuated (how and why sentences punctuated with a ! – good for diaries)</p> <p>I can use question marks and exclamation marks accurately.</p> | <p>I can punctuate sentences using commas for lists.</p> <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun "I"</p> | <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun "I"</p> <p>I can punctuate using apostrophes to mark contractions.</p> | <p>I can punctuate using apostrophes to mark contractions.</p> <p>I can punctuate sentences using apostrophes to mark singular possession</p> | <p>I can punctuate using apostrophes to mark contractions.</p> <p>I can punctuate sentences using apostrophes to mark singular possession</p> |

## MORE ABLE WRITERS

### Vocabulary

- Add detail with two well-chosen adjectives: **Dragons have long, spiky tails. An ugly, old witch**
- Use precise nouns: **tramp, burglar, jogger (instead of man or woman), parrot, seagull (instead of bird)**
- Similes with like: **tall like a skyscraper, like a shining star**
- Use adverbs to add detail and information: **The butterfly landed delicately on the colourful petals. Slowly mix in the flour.**
- Introduce alliteration: **slippery spaghetti, flying frogs**
- Use generalisations to inform: **Many meerkats, Some meerkats**

### Sentence Structure

- Add detail to sentences, with well-chosen adjectives and adverbs: **The ginger cat ran along the high wall. Dan carefully opened the rusty gate.**
- Expanded noun phrases: **The poisonous dragon....The dragon with rose-coloured scales.**
- Introduce further subordinating conjunctions: **as soon as, if, although**
- Introduce relative clause as an embedded clause: **Noun + who, whom, which, that – Charlie, who was walking along the path, heard a dog bark.**
- Range of sentence starters: - **ly words or Time words – While, When, As**
- Power of 3 to describe: **Osebo, the leopard, was fierce, proud and boastful. Just admiring your fine drum, your huge drum, your magnificent drum.**

### Text structure

- Three part narrative structure with an additional clear ending which shows the reader how a character is feeling.
- In non-narrative, related material grouped and organised appropriately. Diagrams and sub-headings.
- Instructions organised with list of required resources and clear steps needed to carry out the process.

### Punctuation

- Introduce direct speech and inverted commas
- Imperative/command verbs