

English Long Term Plan Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Text/Topic</u>	<u>The Lost toy.</u> Dogger-Shirley Hughes The Teddy Robber-Ian Beck Where's my teddy?-Jez Alborough Mog and Bunny-Judith Kerr Hook- Teacher loses their teddy and we all find it in Heaton Park.	<u>Animals</u> Collection of non-fiction texts on the child's chosen animal. Hook-Trip to Chester Zoo	<u>The Disgusting Sandwich</u> The Disgusting Sandwich- Gareth Edwards Recipe books Hook- A disgusting sandwich is left on the teacher's desk and a badger writes to us asking for it back <u>Raptors</u> Big Bad Owl- Steve Smallman Fly By Night-June Crebbin Owl Babies-Martin Waddell It Takes Two to Twit Twoo-Paula Knight	<u>Under the Sea</u> Dougal the Deep Sea Diver-Simon Bartram. Hook-Receive a message in a bottle from Dougal. <u>Dragon poems</u> The Snow Dragon Example poem The Dragon Keeper's handbook-Katie Haworth There was an old dragon who swallowed a knight-Penny Parker Dear Dragon-An Vrombaut George and the Dragon-Chris Wormell The Dragon Machine-Helen Ward	<u>Fire of London</u> Collection of non-fiction texts and other sources of information. <u>Party planning</u> The Day the Crayons Quit-Oliver Jeffers The Day the Crayons Came Home-Oliver Jeffers Hook- Asking Mr Lord for an after SATs party/trip. *SATs and moderation	<u>Fairy Tale with a twist</u> The Three little Wolves and the Big Bad Pig-Eugene Trivizas Mixed Up Fairy Tales-Hilary Robinson The True Story of the 3 Little Pigs-Jon Scieszka The Great Fairytale Disaster-David Conway Prince Cinders-Babette Cole Newfangled Fairy Tales-Bruce Lansky Hook-Classroom is trashed from the Big Bad Pig-crime scene-children

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			Hook-Owl man comes in with birds of prey.	Evidence of Dragons-poems by Pie Corbett. Hook- something scorches the classroom wall at dinner time and we watch a video of a dragon in our classroom		have to look for clues.
<u>Writing Genres covered</u>	<u>Narrative-Fiction</u> Character description Setting description Write and make their own story about their own teddy that they lose.	<u>Poetry-riddle</u> Use different sources of information to find out facts and make their own riddle about their chosen animal.	<u>Instructions-</u> Making their own instructions on how to make a putrid pizza. <u>Non-chronological report</u> Report on owls then on their own happiness for hot write.	<u>Repetitive poem-</u> There's a dragon in my school... Design their own dragon and make up a poem about them coming to visit school. <u>Diary entry-</u> design their own sea creature and write a diary of their underwater sea adventures.	<u>Diary entry-</u> hot write following on from Dougal work. High quality piece of writing using senses to describe in their diary entry. <u>Letter</u> Write a letter to Mr Lord persuading him to let them go on a trip or have a party after SATs.	<u>Narrative-</u> Create their own story based on a fairy tale with a twist.

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<p><u>Vocabulary, grammar and punctuation opportunities</u></p>	<p>Writing questions- to ask each other about their teddies. Different sentence types. Difference between word/sentence/letter Compound and simple sentences. Conjunctions Commas in a list What is a noun and adjective- lots of work on adjectives in descriptive writing. Noun phrases Use of capital letters and full stops. Letter formation</p>	<p>Start with joins in writing books. Apostrophe for contractions. Verb/adverb Synonyms Onomatopoeia</p>	<p>Continue to teach joins. Recap and revise all previously taught and encourage to use independently in writing. Possessive apostrophe 'owl's eyes/ badger's sandwich' Subordination and coordination- improving sentences and sentence sense. Plurals- adding s or es Fronted adverbials of time- next, finally Use of paragraphs</p>	<p>Continue to teach joins. Recap and revise all previously taught and encourage to use independently in writing. Correct tense- adding suffixes to verbs and changing irregular verbs to make them past tense. Teach children how to correct and edit their own work.</p>	<p>Continue to teach joins. Recap and revise all previously taught and encourage to use independently in writing. Looking at prefixes and how they change the meaning of a word- un Adding suffixes- full, less, ment, ness and ly. Support children in correcting and editing their own work but encourage to do independently.</p>	<p>Continue to teach joins. Recap and revise all previously taught and encourage to use independently in writing. Using test results and moderation results revisit anything that needs consolidating and address any misconceptions. Prepare for KS2 expectations.</p>
<p><u>Spellings rules covered</u></p>	<p>Adding ed and ing, including work on irregular verbs.</p>	<p>Soft c before e, i and y (race, ice) Silent k and g at the start of</p>	<p>Dropping the y- happiness</p>	<p>Past and present tense- adding ing, ed, er and est to a root word.</p>	<p>The or sound is usually spelt as a before l or ll (ball, call, all, walk, always)</p>	<p>Recap and revise all previously taught and encourage to use</p>

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	<p>Introduce suffix/ prefix and root word</p> <p>Nessy work on dge (badge edge bridge dodge fudge) ge(age huge change charge bulge village)</p> <p>g before <i>e, i</i> and <i>y</i> makes a <i>j</i> sound (gem, giant, giraffe, energy)</p> <p>tion sound (station, fiction, motion,section)</p> <p>Homophones- bare/ bear here/hear be/bee</p> <p>Common exception words</p>	<p>words (gnome ,knight)</p> <p>Silent w (write,wrong)</p> <p>Homophones- there/their/they' re Knight/night blue/blew</p> <p>Common exception words</p>	<p>The le spelling at the end of a word (table, apple)</p> <p>el spelling that comes after <i>m,n,r,s,v,w</i>, (camel, tinsel, tunnel)</p> <p>al at the end of a word (metal, pedal, animal)</p> <p>il- not many words end with this (pencil, fossil, nostril)</p> <p>y that makes an <i>i</i> sound at the end of a word (cry,fly)</p> <p><i>y</i> is changed to <i>i</i> before adding <i>es</i> when changed to plural.(flies,cries)</p>	<p>If a root word ends in <i>y</i> and has a consonant before it then change the y to i (copied, happier, replied)</p> <p>Adding ing, ed, er and est to a root word that ends in <i>e</i> with a consonant before it then drop the e (hiking, nicest)</p> <p>Adding ing, ed, er and est to a root word that has one syllable and ends in a consonant after a vowel then we double the last consonant (patting, hopping, dropped, fattest)</p> <p>Homophones- see, sea won, one</p>	<p>The u sound spelt as o (other, mother, Monday, nothing)</p> <p>The o sound after w or qu is usually spelt with an a (want, watch, quantity, squash, wander)</p> <p>The er sound spelt or after w (word, worm, work, world)</p> <p>The or sound spelt ar after w (war, warm, towards)</p> <p>The 'ju' sound spelt s (television, treasure, usual)</p>	<p>independently in writing.</p> <p>Using test results and moderation results revisit anything that needs consolidating and address any misconceptions.</p>
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			<p>The ee sound spelt ey(key, donkey, monkey) Homophones- too, two, to sun/son quiet/quite</p> <p>Common exception words</p>	Common exception words	Common exception words	
<u>Reading to Learn Texts Covered</u>	Dog detective sheets to learn the basic comprehension skills.	The Football Coach- Gold book with SATs style question booklet	<p>The Emperor's Egg by Martin Jenkins</p> <p>Past papers</p>	<p>Past papers</p> <p>L.A.-phonics</p> <p>The Snow Dragon by Vivian French</p> <p>L.A.- phonics</p>	<p>SATs</p> <p>The Great Fire of London by Liz Gogerly</p>	<p>The Lion, the Witch and the Wardrobe.</p> <p>L.A. dog detective comp work</p>