



Poulton Lancelyn

English

Long Term Plan

Year 2

2023/24

Autumn 1

Text – The Lonely Beast

	Week 1	Week 2	Week 3	Week 4	Week 5 (4 days)	Week 6	Week 7
Extended Writing Genre	Independent writing Character description			Independent writing Recount- The Beast's journey			Descriptive poetry- Metaphors/ similes (jellyfish)
Spelling Focus Teaching	long á (Y1) 'ý' can act as a vowel making the 'a' say its name (ay) /split vowel digraph 'a_e'	long é (Y1) Double ee makes long 'e' sound/split vowel digraph 'e_e'	long í (Y1) 'igh' makes a long 'I' sound/split vowel digraph 'i_e'/'y' or 'i' can make long 'i' sound	long ó (Y1) 'ow' can make long 'o' sound/split vowel digraph 'o_e'	long ú (Y1) 'ew' makes long 'u' sound/split vowel digraph 'u_e'	Silent k is always followed by n which is always followed by a vowel	Silent g often followed by n which is often followed by vowel
Grammar/ punctuation Focus Teaching	Spacing Capital Letters Full Stops	Intro to co-ordinating conjunctions Nouns and adjectives	Adjectives to add simple description Prefix un	Sequence sentences to form short narratives	Verbs to mark action	Sequence connected events	Editing for punctuation/ grammar
Poetry	The Owl and the Pussy cat Edward Lear (Archaic)						
Bookclub/ class read	Fantastic Mr Fox (Complexity of the narrator)						
Once upon a story texts	Aesop's Fables (Archaic) The Hare and the Tortoise The fox and the crow The wind and the sun		Beatrix Potter (Archaic) The tale of Peter Rabbit The tale of Squirrel Nutkin The tale of Benjamin Bunny		Last Stop on Market Street		
Reading Comprehension Focus	Oral and written questions through RWI						
Linked curriculum texts	Science: Tadpoles Promise- Willis (Resistant) (Science) The Brave Beast- Chris Judd (English) The Bear and the Piano- David Litchfield (PSHE) One Night, Far From Here (Science) The Secret Sky Garden- Sarah/ Lumbers (English)						

Autumn 2 Text – Grandpa Christmas								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Extended Writing Genre	Independent writing Non-chron report on Christmas Traditions		Independent writing Setting description – Grandpa’s garden		Independent writing Instructions- How to care for our planet			
Spelling Focus Teaching	Silent w often followed by r which is always followed by a vowel	Soft c When c is followed by e, i or y, the c is soft (sounds like s).	Words ending –le Words with short vowel sound, 2 consonants between vowel and ‘le’/double consonant / long vowel sound- one consonant before ‘le’	Words ending –el el’ is less common than ‘le’ (it is often used after m,n,r,s,v,w)	Words ending –al ‘al’ is also less common than ‘le’. Few nouns end in ‘al’, many adjectives do	Words ending-il/-ol Not many words end in -il or -ol.	‘j’ sound- spelt j or g ‘j’ sound sometimes spelt as g in words before e, i and y	
Grammar/ punctuation Focus Teaching	Possessive apostrophes	Commas to separate a list	Using suffixes –ful and –less Nouns and adjectives Adjectives to add simple description	Suffixes –er and -est	Regular plural suffixes	Types of sentences- statements and commands	Types of sentences- statements and commands	Types of sentences- statements and commands
Poetry	The Frog Hilaire Belloc (Archaic)							
Bookclub/ class read	The Twits 1980 (fiction)							
Once upon a story texts	Grandpa- Burminham Grandad’s Island- Davies Voices in the Park- Brown		Not Now Bernard- McKee Two Monsters- McKee					
Linked curriculum texts	Mouse Paint- Ellen Walsh (Art) Here We Are- Oliver Jeffers (English) I Give You the World- Stacey McCleary (PSHE)							

Spring 1 Text – Man on the Moon							
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	
Extended Writing Genre	Independent writing Letter- from the moon			Independent writing Instructions for on the moon (Moon code)		**Barnstondale Recount	
Spelling Focus Teaching	Words ending –dge -dge used for ‘j’ sound at end of words following short vowel	Words ending –ge ‘ge’ used at end of words after long vowels/consonants	Apostrophes for contractions	Apostrophes for contractions The apostrophe represents missing	‘y’ sounding long ‘I’ (eye) This is the most common way of	Adding –es to words ending consonant –y The ‘y’ changes to ‘I’ before adding ‘es’	‘ey’ sounding long ‘e’ (ee) ‘ey’ makes makes the ‘ee’ sound at the end of these nouns

			The apostrophe represents missing letters and not the joining of two words	letters and not the joining of two words	making the 'eye' sound at the end of a word		
Grammar/ punctuation Focus Teaching	Expanded noun phrases	Types of sentences- exclamations/ questions	Apostrophe for contractions	Types of sentences- statements and commands	Revise all 4 sentence types Adverbs	Revise co-ordinating conjunctions Introduce subordinating conjunctions	Use some accuracy in the present tense
Poetry	Where Go the Boats? Robert Louis Stevenson (Archaic)						
Bookclub/ class read	Esio Trot by Roald Dahl						
Once upon a story texts	Dr Xargle's book of Earthlets – Ross One Giant Leap- The Story of Neil Armstrong			The Tiger who came to tea- Kerr (complexity of plot) Pumpkin Soup- Cooper Where the Wild things are- Sendak (Archaic/ complexity of plot) All Are Welcome			
Linked curriculum texts	One Giant Leap- Brown (N/F) Big Yellow Digger- Jarman (Geography) History Rocks: The Great Fire of 1666 (History)						

Spring 2 Text – Man on the Moon							
	Week 1	Week 2	Week 3	Week 4	Week 5		
Extended Writing Genre	Independent writing Real writing opportunity	Independent writing Narrative- meeting an alien				Making effective edits and additions	
Spelling Focus Teaching	'a' sounding 'or' 'or' sound before 'l' / 'll' is usually spelt 'a'.	'a' sounding 'o' after w or qu Short 'o' sound after a 'w' is usually spelt 'a'. Short 'o' sound after 'qu' is usually spelt 'a'.	'o' sounding 'u' 'o' can make the short 'u' sound, often before a 'v', 'n' or 'th'.	'ar' sounding 'or' 'or' sounding 'er' 'or' sound after a 'w' is usually spelt 'ar' 'er' sound after 'w' is usually spelt 'or'. 'ir' 'ear' sounding 'ur' 'ir' can make 'ur' sound. 'ear' can make 'ur' sound in some words but can also make 'eer' sound	Homophones/Near homophones Some words sound the same as another but are spelt differently or have a different meaning		

Grammar/ punctuation Focus Teaching	Use some accuracy in the present tense	Past progressive	Root words- suffixes	Sequence connected events Sequence sentences to form short narratives Expanded noun phrases	Adverbs		
Poetry	When daddy fell into the pond Alfred Noyes (Archaic)						
Bookclub/ class read	The Giraffe, The Pelly and Me by Roald Dahl						
Once upon a story texts	When the Rains Come- Pow Goodnight Moon- Brown The Heart and the Bottle- Jeffers		The Little House- Burton Henry's Freedom Box- Levine There's a Boy Just Like Me- Cox				
Linked curriculum texts	Who was...? Samuel Pepys						

Summer 1 Text – George’s Marvellous Medicine							
	Week 1	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6	
Extended Writing Genre	Independent writing Description of their own Grandma			Independent writing Diary- when they gave Grandma medicine			
Spelling Focus Teaching	Suffixes -ed -ing, to words ending consonant y The ‘y’ is changed to ‘i’ before adding the suffix ‘ed’. ‘ed’ forms the past tense. Keep the ‘y’ when adding ‘ing’. ‘ing’ forms the present tense.	Suffixes -er, -est to words ending consonant y The ‘y’ is changed to ‘i’ before adding the suffix ‘er’ to form the comparative (more). The ‘y’ is changed to ‘i’ before adding the suffix ‘est’ to form the superlative (most).	Words ending –tion The ‘shun’ sound in words is most commonly spelt as ‘tion’.	Suffixes –er -est Words ending consonant e The ‘e’ is dropped before adding the suffix ‘er’ ‘est’ or any vowel suffix. ‘er’ forms the comparative. ‘est’ forms the superlative.	Suffixes -ed –ing words ending consonant e The ‘e’ is dropped before adding the suffix ‘ed’ ‘ing’ or any vowel suffix. ‘ed’ forms the past tense. ‘ing’ forms the present tense.	Suffixes –y to words ending consonant e The ‘e’ is dropped before adding the suffix ‘y’ or any vowel suffix. The possessive apostrophe The apostrophe shows possession (or ownership). It goes before the ‘s’ when there is one person or thing.	
Grammar/ punctuation Focus Teaching	1 st and 3 rd person	Pronouns	Revise sentence types	Revise subordination/ co-ordination	Commas in a list	Root words- suffixes	
Poetry	I Do Not Mind You, Winter Wind						

