



Poulton Lancelyn

English

Long Term Plan

Year 2

2022/23

**Autumn 1**  
**Text – The Lonely Beast**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	<b>Independent writing</b> Character description			<b>Independent writing</b> Recount- The Beast's journey			Descriptive poetry-(jellyfish) Metaphors/ similes
Spelling Focus Teaching	<b>long á</b> (Y1) 'y' can act as a vowel making the 'a' say its name (ay) /split vowel digraph 'a_e'	<b>long é</b> (Y1) Double ee makes long 'e' sound/split vowel digraph 'e_e'	<b>long í</b> (Y1) 'igh' makes a long 'i' sound/split vowel digraph 'i_e' / 'y' or 'i' can make long 'i' sound	<b>long ó</b> (Y1) 'ow' can make long 'o' sound/split vowel digraph 'o_e'	<b>long ú</b> (Y1) 'ew' makes long 'u' sound/split vowel digraph 'u_e'	<b>Silent k</b> is always followed by n which is always followed by a vowel	<b>Silent g</b> 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	<b>Independent writing</b> Comparative setting description- polluted city		<b>Independent writing</b> Comparative setting description- environment Grandpa's wishes for		<b>Independent writing</b> Instructions- How to care for our planet			
Spelling Focus Teaching	<b>Silent w</b> often followed by r which is always followed by a vowel	<b>Soft c</b> When c is followed by e, i or y, the c is soft (sounds like s).	<b>Words ending –le</b> Words with short vowel sound, 2 consonants between vowel and 'le'/double consonant / long vowel sound- one consonant before 'le'	<b>Words ending –el</b> 'el' is less common than 'le' (it is often used after m,n,r,s,v,w)	<b>Words ending –al</b> 'al' is also less common than 'le'. Few nouns end in 'al', many adjectives do	<b>Words ending-il/-ol</b> Not many words end in -il or -ol.	<b>'j' sound- spelt j or g</b> 'j' sound sometimes spelt as g in words before e, i and y	
Grammar/punctuation Focus Teaching	Nouns and adjectives Adjectives to add simple description	Commas to separate a list	Using suffixes –ful and –less Possessive apostrophes	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 Mc Cleary (PSHE)	

Spring 1							
Text – Man on the Moon							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	<b>Independent writing</b> Postcard- from the moon			<b>Independent writing</b> Instructions for on the moon (Moon code)		<b>**Barnstondale letter (Date TBC)</b>	
Spelling Focus Teaching	<b>Words ending –dge</b>  -dge used for 'j' sound at end of words following short vowel	<b>Words ending –ge</b>  'ge' used at end of words after long vowels/consonants	<b>Apostrophes for contractions</b>  The apostrophe represents missing letters and not the joining of two words	<b>Apostrophes for contractions</b>  The apostrophe represents missing letters and not the joining of two words	<b>'y' sounding long 'l' (eye)</b>  This is the most common way of making the 'eye' sound at the end of a word	<b>Adding –es to words ending consonant –y</b>  The 'y' changes to 'i' before adding 'es'	<b>'ey' sounding long 'e' (ee)</b>  'ey' makes makes the 'ee' sound at the end of these nouns
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	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	<b>Independent writing</b> Fact-file about the moon	<b>Independent writing</b> 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	Use some accuracy in the present tense	Past progressive	Root words- suffixes	Sequence connected events Sequence sentences to form short narratives	Adverbs

Focus Teaching				Expanded noun phrases	
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	Week 4	Week 5	Week 6
Extended Writing Genre	<b>Independent writing</b> Description of their own Grandma			<b>Independent writing</b> Recipe of their own medicine		
Spelling Focus Teaching	<b>Suffixes -ed -ing, to words ending consonant y</b>  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.	<b>Suffixes -er, -est to words ending consonant y</b>  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).	<b>Words ending -tion</b>  The 'shun' sound in words is most commonly spelt as 'tion'.	<b>Suffixes -er -est</b> <b>Words ending consonant e</b>  The 'e' is dropped before adding the suffix 'er' 'est' or any vowel suffix. 'er' forms the comparative. 'est' forms the superlative.	<b>Suffixes -ed -ing words ending consonant e</b>  The 'e' is dropped before adding the suffix 'ed' 'ing' or any vowel suffix. 'ed' forms the past tense. 'ing' forms the present tense.	<b>Suffixes -y to words ending consonant e</b> The 'e' is dropped before adding the suffix 'y' or any vowel suffix.  <b>The possessive apostrophe</b> The apostrophe shows possession (or ownership). It goes before the 's' when there is one person or thing.
Grammar/ punctuation Focus Teaching	1 <sup>st</sup> and 3 <sup>rd</sup> person	Pronouns	Revise sentence types	Revise subordination/ co-ordination	Commas in a list	Root words- suffixes
Poetry	I Do Not Mind You, Winter Wind Jack Prelutsky (Symbolic)					
Bookclub/ class read	George's Marvellous Medicine					
Once upon a story texts	Owl Babies- Wadell Hey Little Ant- Hoose 3 Billy Goats Gruff- Galdone Rosa Parks- Kaiser Martin's big Words- Rappaport					
Linked curriculum texts	Little People, Big Dreams: Emmeline Pankhurst (History)					

Summer 2							
Text – George's Marvellous Medicine							
	Week 1	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6	Week 7 (4 days)
Extended Writing Genre	<b>Independent writing</b> Persuasive advert for medicine		<b>Independent writing</b> Diary- when they gave Grandma medicine		Making effective edits and additions		Consolidation Build a sentence

Spelling Focus Teaching	<b>Suffixes -ed –ing</b> In one syllable words with a short vowel before one consonant: double the final consonant before adding the suffix 'ed' or 'ing'.	<b>Suffixes –er –est</b> In one syllable words with a short vowel before a final consonant: double the final consonant.	<b>Suffix –ful</b> The suffix "ful" means 'full of.' It turns a noun into an adjective. Note: the suffix only has one 'l'.	<b>Suffix - less</b> The consonant suffix 'less' means without. It turns a noun into an adjective.	<b>Suffix - ly</b> The suffix 'ly' can just be added to most root words. It turns an adjective into an adverb.	<b>Suffix - ness/-ment</b> The suffix '-ness' can be added to most root words. It turns an adjective into a noun. The suffix '-ment' can be added to most root words. It turns a verb into a noun.	<b>'s' sounding 'z'</b> In some words, the 'z' sound is spelt 's'.
Grammar/punctuation Focus Teaching	Prefix un	Suffixes –ness/ -er	Adjectives and nouns	Subordination/ Co-ordination	Contractions	Consolidation	Consolidation
Poetry	The Jumbles- *** Edward Lear (Resistant) <a href="https://www.bbc.co.uk/teach/school-radio/english-ks2-classic-poetry-1-talking-poetry/z6v247h">https://www.bbc.co.uk/teach/school-radio/english-ks2-classic-poetry-1-talking-poetry/z6v247h</a>						
Bookclub/ class read	The Magic Finger – Roald Dahl						
Once upon a story texts	The day the crayons quit- Dawalt Lost and Found- Jeffers Amazing Grace- Hoffman Grace and Family- Hoffman						
Linked curriculum texts	Little People Big Dreams: Rosa Parks						