



Poulton Lancelyn

English

Long Term Plan

Y2

2021/22

Autumn 1

POR - Look Up! - Nathan Bryon

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Statements	Questions	Instructions	Description (flight to space)	Diary	Diary	Recount (mission to space)
Spelling Focus Teaching	long á (Y1) 'y' 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	Sentence types- statements	Sentence types-questions	Sentence types- commands	Nouns Plural nouns -s/ -es	Coordinating conjunctions	Proper nouns	Past tense
Poetry	When Daddy Fell into the Pond Alfred Noyes (Archaic) <i>(taught during modelled writing)</i>						
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			
Linked curriculum texts	One Giant Leap- Brown (N /F) Science: Tadpoles Promise- Willis (Resistant)						

Autumn 2

POR- Grandpa Christmas – Michael Morpurgo

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Information text Report	Setting description	Character description	Earth code Wishes for the world	Letter to grandparent	Book review	Book review
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	Sentence types- question, statement, command,	Verbs- past tense -ed	Homophones- there, they're, their	Homo Phones where, wear were	Apostrophe contractions	Subordinating conjunctions	Apostrophe contractions
Poetry	I Do Not Mind You, Winter Wind Jack Prelutsky <i>(Symbolic)</i> <i>Taught as reading comprehension/ Speaking and listening performance</i>						
Bookclub/ class read	The Twits 1980 (fiction)						
Once upon a story texts	The Tiger who came to tea- Kerr (complexity of plot) Pumpkin Soup- Cooper			Where the Wild things are- Sendak (Archaic/ complexity of plot) Dr Xargle's book of Earthlets - Ross			
Linked curriculum texts	Once there were giants- Waddell						

Spring 1

The Man on the Moon (A Day in the Life of Bob)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Recount -- postcard	Recount – postcard from the moon	Instructions Moon code for tourists	Instructions	Narrative	Narrative	Poem
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 The apostrophe represents missing letters and not the joining of two words	Apostrophes for contractions The apostrophe represents missing letters and not the joining of two words	‘y’ sounding long ‘i’ (eye) This is the most common way of making the ‘eye’ sound at the end of a word	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
Grammar/ punctuation Focus Teaching	Commas in a list Noun phrases	Commas in a list Noun phrases	Commas in a list Adverbs –ly/un	Sentence types	Subordinate clauses to sequence events Past and present tense	Exclamation sentences	Poetry
Poetry	Where go the boats? R.L. Stevenson Taught as reading comprehension						
Bookclub/ class read	Esio Trot by Roald Dahl						
Once upon a story texts							
Linked curriculum texts							

Spring 2

The Lonely Beast

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Respond to illustration – inference	Character description	Character description	Interview questions	Book review – non-chronological report	Book review – non-chronological report	
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’.	Homophones/Near homophones Some words sound the same as another but are spelt differently or have a different meaning	Homophones/Near Homophones Some words sound the same as another but are spelt different or have a different meaning	‘ir’ ‘ear’ sounding ‘ur’ ‘ir’ can make ‘ur’ sound. ‘ear’ can make ‘ur’ sound in some words but can also make ‘eer’ sound
Grammar/ punctuation Focus Teaching	Noun phrases Adjectives	Prefix –un Apostrophe for possession	Comparative Superlative	Question marks Pronouns	Subordinating conjunctions Verbs	Subordinating conjunctions Verbs	
Poetry	The Jumblies by E. Lear						
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							

Summer 1

Lila and the Secret of Rain – David Conway

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Respond to an illustration	Weather report	Weather report	Setting description	Setting description		
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	Expanded noun phrases	Sentence types - statement, question, command, exclamation	Adverbs	Suffixes -ful/-less	Commas in a list		
Poetry	The Frog – Hilaire Beloc						
Bookclub/ class read	The Magic Finger – Roald Dahl						
Once upon a story texts	Owl Babies – Wadell Hey Little Ant – Hoose 3 Billy Goats Gruff				Rosa Parks – Kaiser Martin's Big Words – Rappaport		
Linked curriculum texts							

Summer 2

The Owl who was Afraid of the Dark – J. Tomlinson

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Respond to a text	Character description	Character description	Poetry	Narrative	Narrative	Build a sentence
Spelling Focus Teaching	Suffixes -ed -ing In one syllable words with a short vowel before one consonant: double the final consonant before adding the suffix 'ed' or 'ing'.	Suffixes -er -est In one syllable words with a short vowel before a final consonant: double the final consonant.	Suffix -ful The suffix "ful" means 'full of.' It turns a noun into an adjective. Note: the suffix only has one 'l'.	Suffix -less The consonant suffix 'less' means without. It turns a noun into an adjective.	Suffix -ly The suffix 'ly' can just be added to most root words. It turns an adjective into an adverb.	Suffix -ness/-ment 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.	's' sounding 'z' In some words, the 'z' sound is spelt 's'.
Grammar/punctuation Focus Teaching	Questions	Contractions	Adjectives Expanded noun phrases	Apostrophes for singular possession	Coordinating and subordinating conjunctions	Consolidation	Consolidation
Poetry	The Owl and the Pussycat – Edward Lear						
Bookclub/ class read	George's Marvellous Medicine - 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							