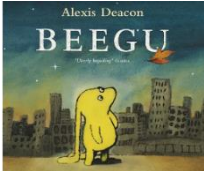

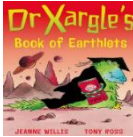

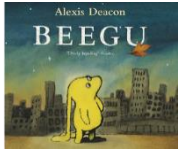
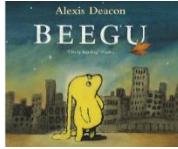
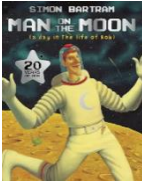
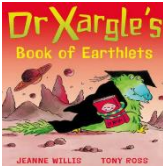


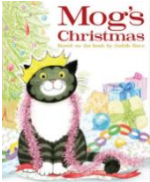

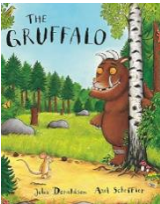
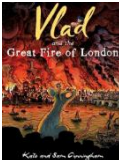
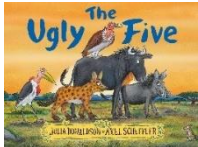


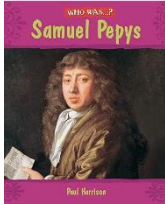
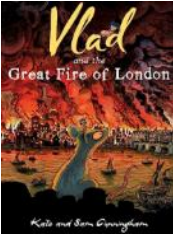
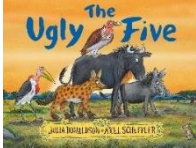
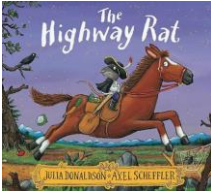


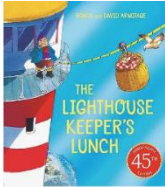

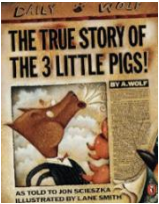

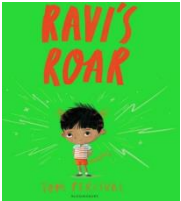
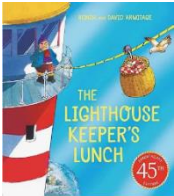
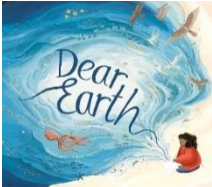
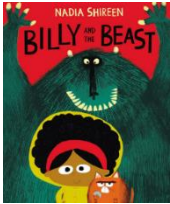


Year 2 English Long Term Plan

	AUTUMN ONE				AUTUMN TWO		
Reading for Pleasure	End of the day readers: Beegu – Alexis Deacon and Man on the Moon – Simon Bartram  				End of the day readers: Dr Xargle’s Book of Earthlets – Jeanne Willis There’s a Tiger in Our Garden - Lizzie Stewart  		
Writing Purposes	To entertain	To inform	To inform	To inform	To entertain	To entertain	To inform
Unit/Text							
Outcome	Character Description	Postcards	Diary Entry	Instructions	Story	Story	Letter Writing
Poetry Unit	'Twas the night before Christmas – Clement Clarke Moore						
Grammar focus	Capital letters Full stops Commas for lists	Statements and exclamations Exclamation marks Question marks Present tense	Past tense Apostrophe for omission	Commands Nouns Adjectives Verbs	Expanded noun phrases Commas for lists	Co-ordination Subordination Expanded noun phrases	Co-ordination Subordination Capital letters Full stops Exclamation marks
Spelling focus (NNS)	Phase 5 GPCs	Homophones	The sound /dʒ/ spelt '-ge' and '-dge' at the end of words	The /s/ sound spelt 'c' before 'e', 'i' and 'y'	The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words	Common exception words	The /l/ or /əɪ/ sound spelt '-le' at the end of words
Handwriting (Letterjoin)	1,2,3,4	5,6,7,8	9,10,11,12,13	14,15,16,17,18	19,20,21,22,23	24,25,26,27	28,29,30,31

	SPRING ONE			SPRING TWO		
Reading for Pleasure	End of the day readers: Eyes that Kiss in the Corners – Joanna Ho The Gruffalo – Julia Donaldson			End of the day readers: Vlad and the Great Fire of London – Kate and Sam Cunningham The Ugly Five – Julia Donaldson		
						
Writing Purposes	To entertain	To inform	To inform	To inform	To entertain	To entertain
Unit/Text						
Outcome	Description	Instructions	Autobiography	Newspaper report	Poetry	Story
Poetry Unit	The Ugly Five – Julia Donaldson					
Grammar focus	Expanded noun phrases Commas for lists	Commands Subordination	Past tense Apostrophes for omission	Pronouns Past tense	Nouns Verbs Adjectives	Apostrophe for possession Prefixes Suffixes
Spelling focus (NNS)	Homophones and near homophones	The /l/ or /əl/ sound spelt '-le' at the end of words	The /i:/ sound spelt '-ey'	The /r/ sound spelt '-wr' at the beginning of words The /b/ sound spelt 'a' after 'w' and 'qu'	The sound /z/ spelt 's'	Adding suffixes er and est
Handwriting (Letterjoin)	32,33,34,35,36	37,38,39,40,41	42,43,44,45,46	47,48,49,50,51	52,53,54,55,56	57,58,59,60,61

	SUMMER ONE			SUMMER TWO		
Reading for Pleasure	End of the day readers: The Bear, the Dog, the Fiddle and the Piano – David Litchfield The True Story of the Three Little Pigs – Jon Scieszka  			End of the day reader: The Lighthouse Keeper's Lunch Dear Earth  		
Writing Purposes	To entertain	To persuade	To inform	To entertain	To inform	To entertain
Unit/Text						
Outcomes	Character description	Persuasion	Letter to inform	Reinvent	Non-chronological report	Adventure Story
Poetry Unit	The Sound Collector – Robert McGough					
Grammar focus	Expanded noun phrases Commas for lists	Adjectives Rhetorical questions	Present tense First person	Expanded noun phrases Commas for lists Formation of nouns using suffixes Formation of adjectives using suffixes	Headings Subheadings Present tense Expanded noun phrases	Expanded noun phrases Commas for lists
Spelling focus (NNS)	Possessive apostrophe	homophones	The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words	The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll'	The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o'	The /ɜ:/ sound spelt 'or' after 'w'

**Handwriting
(Letterjoin)**

62,63,64,65,66

67,68,69,70,71

72,73,74,75,76

77,78,79,80,81

82,83,84,85,86

87,88,89,90