


Writing Purpose: To entertain To inform To persuade

## English Long Term Plan Year 2

| <u>Book Title and Genre</u>   | <u>Term and Week</u> | <u>Reading and Poetry</u>  | <u>Writing text types covered</u>   | <u>Features of the text type for year group</u>              | <u>Writing Purpose</u>        | <u>Grammar objectives</u>  |
|---|----------------------|--|---|--|-------------------------------|--|
| <p style="text-align: center;"><u>Autumn 1</u><br/><u>7 weeks</u></p> <p style="text-align: center;"><b>Fiction</b><br/>Sharing a Shell<br/>Julia Donaldson</p>  | Week 1               | Transition week  | Simple subject, verb and full stop sentences.   | N/A  | N/A                           | Capital letters and full stops.<br>Verbs<br>Nouns<br>Proper nouns    |
|   | Week 2               | Making predictions about the story<br>Copy cat reading<br>Sequencing | Retelling the story   | Chronological order<br>Adverbs of time                       | To inform<br><br>To entertain | Making predictions about the story<br>Copy cat reading<br>Sequencing |
|   | Week 3               | Reading the book<br><br>Hot seating                                  | Character description<br><br>Writing about Crab's feelings at different points in story | Questions<br>Adventurous vocabulary<br>Expanded noun phrases | To inform<br><br>To entertain | Expanded noun phrases<br>Questions                                   |

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|  |                 |  |   |  |                               |   |
|--|-----------------|--|---|--|-------------------------------|---|
|  |                 |  |   |  |                               |   |
|  | <b>Week 4</b>   | Reading Comprehension - VIPERS<br><br>Drama around the storm | Answering questions<br><br>Diary features   | Reading VIPERS<br><br>Greeting<br>Thoughts and feelings<br>Questions<br>Sign off | To inform<br><br>To entertain |   |
|  | <b>Week 5</b>   | ASSESSMENT WEEK<br>Reading paper from...<br>Poetry           | Acrostic poems about the characters<br>STRUCTURED POEMS   | Expanded noun phrases  | To entertain                  |   |
|  | <b>Week 6/7</b> | Snail and the Whale reading                                  | Planning and writing a diary entry<br><br>What happened next - story ending<br><br>Book comparison<br>Snail and the Whale | Greeting<br>Thoughts and feelings<br>Questions<br>Sign off<br><br>Story writing  | To entertain                  | Capital letters and full stops.<br>Expanded noun phrases.<br>Verbs<br>Nouns<br>Proper nouns |


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| Book Title and Genre   | Term and Week | Reading and Poetry   | Writing text types covered  | Features of the text type for year group                                       | Writing Purpose | Grammar objectives  |
|--|---------------|--|---|--|-----------------|---|
| <p>Autumn 2<br/>7 weeks</p> <p>Fiction</p> <p>Owl Babies<br/>Martin Waddle</p>  | Week 1        | Making predictions about the story<br>Copy cat reading<br>Reading Vipers<br><br>FREE VERSE POETRY IN TOPIC LINKED TO BONFIRE NIGHT | Predictions   | Subordinating conjunctions to give reasons<br><br>Onomatopoeia<br>Alliteration | To entertain    | co-ordinating conjunctions<br>expanded noun phrases<br><br>Onomatopoeia<br>Alliteration |
|  | Week 2        | Coy cat reading<br>Making inferences   | Sequencing the story and writing about feelings at different points | Chronological order<br>Past tense  | To inform       | Subordinating conjunctions<br>Proofreading and editing<br>Expanded noun phrases         |
|  | Week 3        | Accelerated Reader<br>Quiz   | Features of a diary<br>Write a diary entry                          | Address, greeting, sign off, date, feelings                                    | To entertain    | Apostrophe for contractions   |
|  | Week 4/5      |  | Non-chronological report draft and write up                         | Title, subheading, facts, photographs, diagrams, introduction                  | To inform       | All year 2 features taught  |
|  | Week 6        | Owl Babies reading comprehension   | Similarities and differences between                                |  |                 | All year 2 features taught  |

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|--|----------------------|--|--|---|-------------------------------|---|
|  |                      | Non-fiction owl text reading comprehension                               | Owl Babies and non-fiction Barn Owl book.          |   |                               |   |
|  | Week 7               | ASSESSMENT WEEK<br>2016 SATs reading paper<br>Phonics check              |  |   |                               |   |
| <u>Book Title and Genre</u>  | <u>Term and Week</u> | <u>Reading and Poetry</u>  | <u>Writing text types covered</u>                  | <u>Features of the text type for year group</u>                                   | <u>Writing Purpose</u>        | <u>Grammar objectives</u>   |
| <u>Spring 1</u><br><u>6 weeks</u><br><br><b>Fiction</b><br><i>Chickens' Can't see in the dark</i><br>Kristyna Litten<br> | Week 1               | Making predictions about the story<br>Copy cat reading<br>Reading Vipers | Predictions<br>Sequencing                          | Subordinating conjunctions to give reasons  |                               | Commas in lists   |
|  | Week 2               | Reading instructions – recipes   | Features of instructions – recipes                 | Title, sub-heading, lists using bullet points, numbers                            | To inform                     | Commas in lists<br>Imperative verbs<br>Adverbs of time<br>Command sentences |
|  | Week 3               |  | Writing instructions<br><br>Character descriptions | Title, sub-heading, lists using bullet points, numbers<br><br>Descriptive writing | To inform<br><br>To entertain | Commas in lists<br>Imperative verbs<br>Adverbs of time<br>Command sentences |


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|--|----------------------|---|--|--|-------------------------------|--|
|  |                      |   |  |  |                               | Expanded noun phrases  |
|  | <b>Week 4/5</b>      | Re-reading the story  | Story writing planning<br>Story writing                              | Adverbs of time<br>Expanded noun phrases<br>Conjunctions<br>Contractions<br>Tenses<br>Pronouns | To entertain                  | Commas in lists<br>Adverbs of time<br>Question sentences<br>Exclamation sentences<br>Expanded noun phrases |
|  | <b>Week 6</b>        | Accelerated Reader Quiz<br>Poetry and drama                                   | Poetry writing – life cycle of a chicken<br><b>FREE VERSE POETRY</b> | Verses<br><b>Onomatopoeia</b><br><b>Alliteration</b>   | To entertain                  | Expanded noun phrases<br>Proper Nouns<br>Onomatopoeia<br>Alliteration                                      |
| <u>Book Title and Genre</u>                      | <u>Term and Week</u> | <u>Reading and Poetry</u>   | <u>Writing text types covered</u>                                    | <u>Features of the text type for year group</u>  | <u>Writing Purpose</u>        | <u>Grammar objectives</u>  |
| <u>Spring 2</u><br><u>6 weeks</u><br><br>Fiction | <b>Week 1</b>        | Making predictions about the front cover.<br>Read the whole story as a class. | Sequencing and retelling the story.                                  | Past tense<br>Chronological order  | To inform<br><br>To entertain | Capital letters and full stops.<br>Capital letters for proper nouns<br>Questions                           |

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|   |        |   |                                |                                   |           |  |
|---|--------|---|--------------------------------|-----------------------------------|-----------|--|
| <p>Percy The Park Keeper (The Treasure Hunt)<br/>Nick Butterworth</p>  |        |   |                                |                                   |           | Co-ordinating and subordinating conjunctions   |
|   | Week 2 | Reading<br>Comprehension –<br>VIPERS on Julia<br>Donaldson Biography                          | Biography<br>Non-fiction       | Past tense<br>Chronological order | To inform | Capital letters and full stops.<br>Capital letters for proper nouns<br>Questions<br>Co-ordinating and subordinating conjunctions               |
|   | Week 3 | Children to write about which season they would visit Manor Heath Park and The Shibden Estate | Personal thoughts and feelings | Present/Future tense<br>Informal  | To inform | Capital letters and full stops.<br>Capital letters for proper nouns<br>Questions<br>Exclamation marks<br>Expanded noun phrases<br>Contractions |


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|               |  |   |   |             |  |  |
|---------------|--|---|---|-------------|--|--|
|               |  |   |   |             |  | Co-ordinating and subordinating conjunctions   |
| <b>Week 4</b> | Persuade Percy to visit the Shibden Estate | Informal message  | Present/Future tense<br>Informal<br>Greeting<br>Introduction<br>Questions<br>Conclusion<br>Sign off | To persuade |  | Capital letters and full stops.<br>Capital letters for proper nouns<br>Questions<br>Exclamation marks<br>Expanded noun phrases<br>Contractions<br>Co-ordinating and subordinating conjunctions |
| <b>Week 5</b> | ASSESSMENT WEEK<br>Reading SAT 2018        |   |   |             |  |  |
| <b>Week 6</b> | Comparing two books by the same author     | Similarities and differences between The Treasure Hunt and A Springy Day (Nick Butterworth) |   | To inform   |  | Capital letters and full stops.<br>Capital letters for proper nouns<br>Questions   |

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|   |                      |  |                                   |   |                            |  |
|---|----------------------|--|-----------------------------------|---|----------------------------|--|
|   |                      | Poetry – Plum by Tony Mitton                           | Poetry performance                | Rhyme<br>Past tense<br>Verses                         | To entertain               | Co-ordinating and subordinating conjunctions   |
| <u>Book Title and Genre</u>   | <u>Term and Week</u> | <u>Reading and Poetry</u>                              | <u>Writing text types covered</u> | <u>Features of the text type for year group</u>       | <u>Writing Purpose</u>     | <u>Grammar objectives</u>  |
| <u>Summer 1</u><br><u>6 weeks</u><br><u>The Great Fire of London in 2022</u><br>Fiction<br>The Giant Jam Sandwich<br>John Vernon Lord<br><u>Moving to Summer 2 in 2022</u><br> | Week 1               | Making predictions about the story<br>Copy cat reading | Predictions<br>Sequencing         | Subordinating conjunctions to give reasons            |                            | Adverbs – ly<br>Apostrophes for possession<br>Suffix endings – ment, less, ful, ness   |
|   | Week 2               | Reading the story<br><br>Newspaper articles            | Sequencing<br><br>Non-fiction     | Chronological order<br><br>Newspaper name<br>Headline | To inform<br><br>To inform | Capital letters and full stops.<br>Capital letters for proper nouns<br>Questions<br>Co-ordinating and subordinating conjunctions |

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|--|-------------|---|--|---|--------------|--|
|  |             |   | Newspaper article<br>feature finding                     | Chronological order<br>Introductory paragraph<br>Quote<br>Pictures and caption<br>Facts                               |              | Inverted<br>commas   |
|  | Week<br>3/4 |   | Non-fiction<br>Newspaper article<br>planning and writing | Newspaper name<br>Headline<br>Chronological order<br>Introductory paragraph<br>Quote<br>Pictures and caption<br>Facts | To inform    | Capital letters<br>and full stops.<br>Capital letters<br>for proper<br>nouns<br>Questions<br>Co-ordinating<br>and<br>subordinating<br>conjunctions<br>Inverted<br>commas |
|  | Week 5      | ASSESSMENT WEEK<br><i>Reading paper from...</i><br><br>Poetry - Fruit Picking<br>by Jack Ousbey | Poetry performance                                       | Rhyme<br>Past tense<br>Verses   | To entertain |  |

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|--|----------------------|--|---|--|------------------------|---|
|  | Week 6               |  | Story writing planning<br>Story writing | Adverbs of time<br>Expanded noun phrases<br>Conjunctions<br>Contractions<br>Tenses<br>Pronouns | To entertain           | Commas in lists<br>Adverbs of time<br>Question sentences<br>Exclamation sentences<br>Expanded noun phrases<br>Inverted commas |
| <u>Book Title and Genre</u>  | <u>Term and Week</u> | <u>Reading and Poetry</u>                          | <u>Writing text types covered</u>       | <u>Features of the text type for year group</u>  | <u>Writing Purpose</u> | <u>Grammar objectives</u>   |
| <u>Summer 2</u><br><u>6 weeks</u><br><br><b>Fiction</b><br><b>NEW BOOK -</b><br><b>TBC</b> | Week 1               |  |   |  |                        |   |
|  | Week 2               |  |   |  |                        |   |
|  | Week 3               | ASSESSMENT WEEK<br>Reading paper from...<br>Poetry | Poetry<br>VISUAL POEMS                  | Diamantes  |                        |   |
|  | Week 4               |  |   |  |                        |   |
|  | Week 5               |  |   |  |                        |   |

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|--|--------|--|--|--|--|--|
|  | Week 6 |  |  |  |  |  |
|--|--------|--|--|--|--|--|

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