



Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

Y2 ENGLISH LONG TERM PLAN (2021-22)

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Focus	Roald Dahl		Janet and Allen Ahlberg		Vashti Harrison	
Shared Novel	The Twits	George's Marvellous Medicine	The Runaway Dinner The Jolly Postman	The Pencil	Little Leaders: Bold Women in Black History	Think Big, Little One
Poetry Focus	The Magic Box Kit Wright	Oh the Places You'll Go! Dr Seuss	Please Mrs Butler Allan Ahlberg	On the Ning Nang Nong/ The ABC by Spike Milligan	The Highway Rat Julia Donaldson	Sound Collector Roger McGough
Writing composition	<p>Composition</p> <ul style="list-style-type: none"> Say, write, and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination) Use some subordination (e.g. when / if / that / because) to join clauses Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Use some expanded noun phrases to describe and specify Use present and past tense mostly correctly and consistently Develop stamina for writing to write at length Proofread to check for errors in spelling, grammar, and punctuation Demarcate most sentences with capital letters, full stops, question marks and exclamation marks including using capital letters appropriately e.g. not always writing A as a capital, not using capitals within words 					
Reading	<p>Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.</p> <p>KPIs:</p> <ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read frequently encountered words quickly and accurately without overt sounding and blending Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping Sequence and discuss the main events in stories and recounts Check that texts make sense while reading and self-correct Demonstrate an understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Make predictions based on what has been read so far and give reasons linked to the text 					
Punctuation & Grammar	Word	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 				
	Sentence	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) 				

		<ul style="list-style-type: none"> Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
	Text	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
	Punctuation	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
	Terminology for pupils	<ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Phonics/Spelling	<p>Spelling</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Can spell over 90% of common exception words from Y1 and Y2 I can spell correctly by sounding out words I can spell words including letter blends that sound the same but are spelt differently (including common homophones) (eg. their/there, two/to/too) I can spell my red words (eg. because, behind, climb, every) I can spell more contractions and words with the possessive apostrophe (eg. can't/didn't/hasn't/ I'll, Dad's hair/the girl's ball) I know the difference between homophones and near homophones (eg. here/hear, there/their/they're, one/won, quite/quiet) <p>Specifics</p> <ol style="list-style-type: none"> The dg sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The s sound spelt c before e, i and y The n sound spelt kn and (less often) gn at the beginning of words The r sound spelt wr at the beginning of words The l or el sound spelt -le at the end of words The l or el sound spelt -el at the end of words The l or el sound spelt -al at the end of words Words ending in il The l sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it Adding -ing, -ed, -er, -est, and -y to one syllable words ending in a single consonant letter after a single vowel letter The or sound spelt a before l and ll The u sound spelt o 	

	<ol style="list-style-type: none"> 16. The ee sound spelt –ey 17. The o sound spelt a after w and q 18. The er sound spelt or after w 19. The or sound spelt ar after w 20. The sh sound spelt s 21. The suffixes –ment, -ness, -ful, -less and –ly 22. Contractions 23. The possessive apostrophe (singular nouns) 24. Words ending in –tion <p>Homophones or near homophones</p>
<p>Handwriting</p>	<ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters • Autumn term: In handwriting books, start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Spring term onwards, above objective in all books