



YEAR 2 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Ten Things I Can Do To Help My World	The Dark	The Moth	How to Find Gold	The Princess and the White Bear King	Poems to Perform/Room on a Broom
Literary Form	Non-Fiction	Fiction (Picture Book)	Non-Fiction	Fiction	Fiction (Folk Tale)	Poetry
Shine a Light Person	Holly Arnold	The Wright Brothers	Mary Seacole	David Attenborough	David Attenborough	Jim Broadbent
Reading: Experience, Knowledge, Skills and Strategies	Listen to, discuss and express views about books at a level beyond that which they can read independently;	Listen to, discuss and express views about books at a level beyond that which they can read independently;	Listen to, discuss and express views about books at a level beyond that which they can read independently	Listen to, discuss and express views about books at a level beyond that which they can read independently;	Listen to, discuss and express views about books at a level beyond that which they can read independently;	Develop pleasure in reading, motivation to read, vocabulary and understanding;
	Discuss the significance of the title and events;	Discuss the significance of the title and events;	Discuss the significance of the title and events	Discuss the significance of the title and events;	Discuss the significance of the title and events;	Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently;
	Link what they hear or read to own experiences;	Link what they hear or read to own experiences;	Link what they hear or read to own experiences	Link what they hear or read to own experiences;	Link what they hear or read to own experiences;	Link what they read or hear read to their own experiences;
	Explain understanding of what is read;	Explain understanding of what is read;	Explain understanding of what is read	Explain understanding of what is read;	Explain understanding of what is read;	Recognise and join in with predictable phrases in poems and to recite some by heart;
	Discuss the sequence of events in books and how items of information are related;	Discuss the sequence of events in books and how items of information are related;	Discuss the sequence of events in books and how items of information are related	Discuss the sequence of events in books and how items of information are related;	Discuss the sequence of events in books and how items of information are related;	To recognise simple recurring literary language in poetry;
	Discuss favourite words and phrases;	Discuss favourite words and phrases; answer and ask questions;	Discuss favourite words and phrases	Discuss favourite words and phrases;	Discuss favourite words and phrases;	Discuss and clarify word meanings, linked to those already known;
	Answer and ask questions;	Predict what might happen on the basis of what has been read;	Answer and ask questions	Answer and ask questions;	Answer and ask questions;	Discuss favourite words and phrases;
	Predict what might happen on the basis of what has been read;	Draw inferences on the basis of what is being said and done;	Predict what might happen on the basis of what has been read	Predict what might happen on the basis of what has been read;	Predict what might happen on the basis of what has been read	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear;
	Draw inferences on the basis of what is being said and done;	Participate in discussion about what is read, taking turns and listening to others;	Draw inferences on the basis of what is being said and done	Draw inferences on the basis of what is being said and done;	Draw inferences on the basis of what is being said and done;	Make inferences on the basis of what is said and done;
	Participate in discussion about what is read, taking turns and listening to others;	Express views about reading.	Participate in discussion about what is read, taking turns and listening to others	Participate in discussion about what is read, taking turns and listening to others;	Participate in discussion about what is read, taking turns and listening to others;	Answer and ask questions; explain and discuss understanding of poems; those they listen to and those read independently.
	Express views about reading.		Express views about reading	Express views about reading.	Express views about reading.	
Writing: Transcription/Composition	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;	Develop positive attitudes and stamina for writing by writing poetry;
	Sequence sentences to form short narratives;	Sequence sentences to form short narratives;	Sequence sentences to form short narratives	Sequence sentences to form short narratives;	Sequence sentences to form short narratives;	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally;
	Write for different purposes including about fictional personal	Write for different purposes including about fictional personal experiences	write for different purposes including about fictional	write for different purposes including about fictional personal	Write for different purposes including about fictional personal	write for different purposes including poetry;

Make your light shine so others will see the good that you do”



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	experiences, poetry, non-fiction and real events; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses.	Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and Co-ordinating clauses.	personal experiences, poetry, non-fiction and real events Reread and evaluate writing to check it makes sense and make simple revisions Read writing aloud with appropriate intonation to make the meaning clear Use new and familiar punctuation correctly Use sentences in different forms Expand noun phrases to describe and specify Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses	experiences, poetry, non-fiction and real events; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses.	experiences, poetry, non-fiction and real events; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses.	Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify.
Extended Writing Outcome	Design a poster Instructional Writing (Bird Feeder)	Writing an argument.	Instructional Writing (Moth feeder) Non-Chronological Report	Create a fact file – Sea creature Story Retelling	Character Description Diary Entry	Poetry Writing (Sound collector)
Vocabulary, Grammar and Punctuation to be taught and continuously revisited throughout the year to ensure thorough understanding						
National Curriculum Vocabulary, Grammar, Punctuation Year 2	<ul style="list-style-type: none">• Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.• Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.• Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.• Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.• Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.					
Spelling (Active Learn & Twinkl)	Following the Monster Phonics Progression Map					
National Curriculum Reading Year 2	<ul style="list-style-type: none">• read accurately most words of two or more syllables• read most words containing common suffixes• read most common exception words• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words• sound out most unfamiliar words accurately, without undue hesitation• Check it makes sense to them, correcting any inaccurate reading• Answer questions and make some inferences• Explain what has happened so far in what they have read.					Termly Focus Objectives Autumn Spring Summer
National Curriculum	<ul style="list-style-type: none">- write simple, coherent narratives about personal experiences and those of others (real or fictional)- write about real events, recording these simply and clearly					

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Writing Year 2

- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.