**YEAR 2 LONG TERM ENGLISH PLAN (2022-2023)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Texts** | *Perfectly Norman (settling in)*  Jack and the Beanstalk  Little Red  Little Red Riding Hood  Rapunzel  Hansel and Gretel Literacy Shed film: Marshmallow | The Dark | Leaf | Literacy Shed: Something Fishy |  | Michael Rosen Poetry   * Feel the rhythm (Performance Piece) * Down behind the dustbin *(Michael Rosen)* * Revolting *Rhymes*   *(Roald Dahl)*  *Rhyming*  Instructions |
| **Poetry Focus** |  | |  | | Michael Rosen Poetry  •Feel the rhythm (Performance Piece)  •Down behind the dustbin (Michael Rosen)  •Revolting Rhymes (Roald Dahl) | |
| **Writing Purpose** | *Traditional tales*  *Main outcome:* ***NARRATIVE*** *– write an introduction to a traditional tale*   * *Compare different versions of a traditional tale* * *Character / setting descriptions* * *Write an introduction to a traditional tale* | *The Dark*  *Main outcome:* ***NARRATIVE*** *– write a letter*   * *Setting description in first person* * *Describing ‘dark’ using senses*   *The King who banned the dark*  *Main outcome:* ***PERSUASIVE TEXT****– write a persuasive letter*   * *Story prediction* * *Write a story ending* * *Compare two texts* | *Grandad’s Island*  *Main outcome:* ***NARRATIVE*** *– write a story*   * *Describe your grandad* * *Setting description – Grandad’s Jungle Shack* * *Comparing two texts*   *Leaf*  *Main outcome:* ***NARRATIVE*** *–*   * *Story prediction* * *Character’s emotions* | *Something fishy*  *Main outcome:* ***NARRATIVE*** *–write a setting description*   * *Story sequence/events* * *Character description*   *Recount of trip*  *Main outcome:* ***RECOUNT*** *– recount of Barnstondale trip*   * *Planning recount* | *The Magic Finger*  *Main outcome:* ***NARRATIVE*** *- write a story*   * *Ask questions in a letter to a character* * *Coordinating conjunctions sentences about text* * *Plan a diary* * *diary from Mrs Gregg* * *Plan a story* | *Michael Rosen Poetry*  *Main outcome:* ***POETRY*** *-*  *Instruction writing*  *Main outcome:* ***INSTRUCTIONS*** *– write a set of instructions*   * *Sequencing instructions* * *Use of verbs and adverbs* |
| **Grammar Focus**  **Alan Peat Sentence Type** | Coordinating and subordinating conjunctions: because, if, that, when, that, and, or, but, so  2A sentences | Past tense - Suffix – ed verbs  Suffix - -ly  Sentence types: statement, question, exclamation, command  2A sentences | Apostrophes for contraction and possession  2A sentences  Expanded noun phrases | Expanded noun phrases  Verbs – simple past and present  Coordinating and subordinating conjunctions: because, if, that, when, that, and, or, but, so | Expanded noun phrases  Coordinating and subordinating conjunctions: because, if, that, when, that, and, or, but, so | Expanded noun phrases  Coordinating and subordinating conjunctions: because, if, that, when, that, and, or, but, so  Suffix -ly  Verbs – imperative present form |
| **Reading**  **Focus** |  | Inferences  Link what I read to my own experiences  Meanings of words  Comparing texts |  |  |  |  |
| **Punctuation Focus** | Commas to separate items in a list | !?. | Commas to separate items in a list |  |  |  |
| **Spoken Language** | Debate about the dark | |  | | Debate about foxes / sea pollution? | |
| **Cross-Curricular writing links\*** | Information about Great Fire of London | | Titanic - persuasive advert | |  | |

\* Worked into Geography/History lessons