

## Y2 English Long term Plan

### Key Literature

#### Autumn

#### Reach for the Stars!



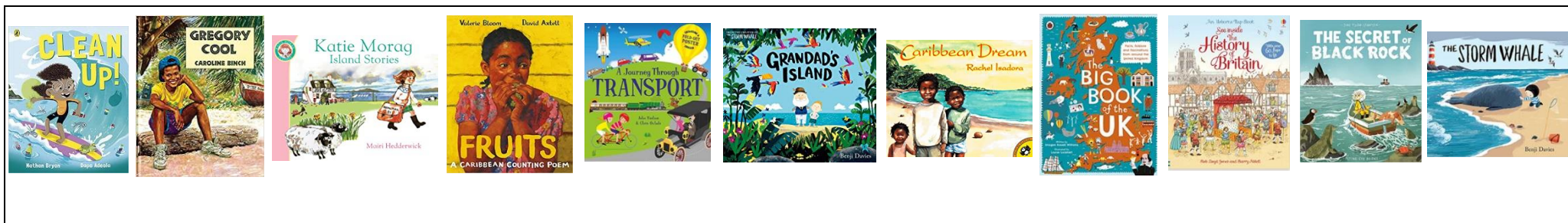
#### Spring

#### Destination Kenya!



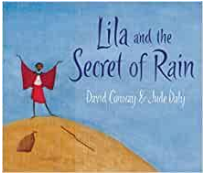
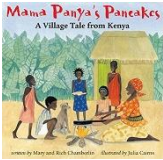

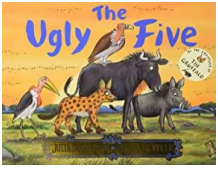
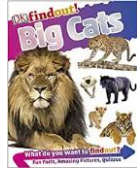
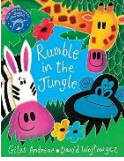
#### Summer

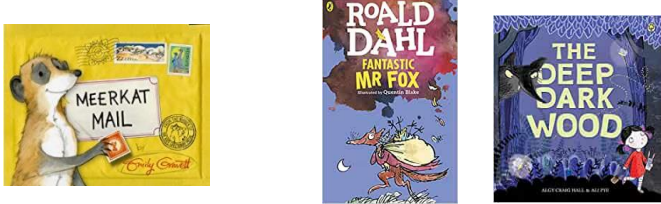
#### Our Island Home (UK and the Caribbean)



Topic	Reach for the Stars!					
Term	Autumn 1			Autumn 2		
<b>Writing Unit and Outcome</b> (Entertain, inform, persuade)	<b>Adventure Narrative</b> Create a narrative linked to going on an exciting journey/adventure	<b>Instructions</b> How to make a plane/rocket/rocket biscuits	<b>Poetry linked to space</b> Shape poems	<b>Narrative</b> To write a re-telling	<b>Information Text/Factfiles</b> To write an information text on Bessie Colman	<b>Recounts</b> Postcards and diaries
<b>Outcome details</b>	To write a three part story with a key character.	Write instructions with imperative verbs and precise language choices.	To learn and perform a poem by heart To innovate a poetic style	To re-tell a traditional tale using typical settings, character and events. To innovate changing some aspects of the setting, characters and events.	Use information from research to group and assemble information into a short non-chronological report.	Write a simple first person recount incorporating at least three chronological events in order, maintaining past tense and consistent use of the first person.

<p><b>Key Text/Stimuli</b></p>			<p>Blast off!</p>			
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• CL and FS</li> <li>• Simple sentences</li> <li>• Nouns/verbs</li> <li>• Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Command sentences</li> <li>• Commas in a list</li> <li>• Imperative verbs</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and homophones</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Coordination and subordination</li> </ul>	<ul style="list-style-type: none"> <li>• Question sentences ?</li> <li>• Coordination and subordination</li> </ul>	<ul style="list-style-type: none"> <li>• Exclamation sentences !</li> <li>• Coordination and subordination</li> <li>• Apostrophes for omission</li> </ul>
<p><b>Sentence Construction (Alan Peat)</b></p>	<p>List sentences 2A sentences</p>	<p>2A sentences List sentences</p>	<p>2A sentences</p>	<p>BOYS sentences</p>	<p>All the Ws sentences BOYS sentences</p>	<p>What ! sentences BOYS sentences</p>
<p><b>Reading Whole class reading texts - VIPERS</b></p>						

Topic	Destination Kenya					
Term	Spring 1			Spring 2		
Writing Unit and Outcome (Entertain, inform, persuade)	<b>Narrative</b> To sequence events to tell a narrative	<b>Instructions</b> Write a set of instructions for a recipe	<b>Letters</b> Write a letter linked to importance of trees	<b>Narrative</b> To write character and setting descriptions	<b>Non-Chronological Reports</b> Write a report about African animals	<b>Poetry</b> <b>Acrostic</b>
Outcome details	Plan and tell a story based using expanded noun phrases to expand and identify.	Extend and clarify instructions using subordination and coordination. Use expanded nouns to expand and specify.	Layout and features of a letter Write a series of sentences to convey their opinion	Use expanded noun phrases to expand and identify. Use a range of sentence types and language to add detail.	Expand information using subordination and co-ordination and expanded noun phrases, to describe and specify information.	To learn and perform a poem by heart To replicate and innovate a poetic style
Key Text/Stimuli						
Grammar	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Past tense 'ed'</li> <li>Time adverbials</li> <li>Apostrophes for possession</li> </ul>	<ul style="list-style-type: none"> <li>Command sentences</li> <li>Imperative verbs</li> <li>Adverbs</li> <li>Coordination and subordination</li> </ul>	<ul style="list-style-type: none"> <li>Sentence types</li> <li>Commands, questions, statements, exclamations</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions</li> <li>Coordination and subordination</li> <li>Adjectives and homophones</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Question sentences ?</li> <li>Coordination and subordination</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation sentences !</li> <li>Adjectives and homophones</li> <li>Suffixes</li> </ul>

Sentence Construction (Alan Peat)	List sentences 2A sentences	BOYS sentences	BOYS sentences What ! sentences All the Ws sentences	BOYS sentences List sentences 2A sentences	BOYS sentences All the Ws sentences	What ! sentences BOYS sentences 2A sentences
Reading Whole class reading texts - VIPERS						
Topic	<b>Our Island Home (UK comparison to the Caribbean)</b>					
Term	<b>Summer 1</b>			<b>Summer 2</b>		
Writing Unit and Outcome (Entertain, inform, persuade)	<b>Adventure Narrative</b> Create a narrative linked to going on an exciting journey/adventure	<b>Recounts</b> Write a diary entry as a book character	<b>Narrative</b> To sequence events to tell a narrative	<b>Narrative</b> Descriptions and retelling	<b>Letters</b> Write a letter from/to a book character	<b>Poetry</b> <b>Diamante</b> Poems linked to the Caribbean/UK
Outcome details	To plan and write your own story with a logical sequence of events, with the introduction of some dialogue	Write a narrative about a personal experience and those of others, in role.	To plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and ending.	To plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail.	Layout and features of a letter Write a series of sentences to convey their opinion	To learn and perform a poem by heart To innovate a poetic style

Key Text/Stimuli						
Grammar	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Coordination and subordination</li> <li>Speech marks</li> <li>Apostrophes</li> <li>Sentence Types</li> </ul>	<ul style="list-style-type: none"> <li>Coordination and subordination</li> <li>Expanded noun phrases</li> <li>Time adverbials</li> <li>apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Coordination and subordination</li> <li>Speech marks</li> <li>Apostrophes</li> <li>Sentence Types</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Coordinating conjunctions</li> <li>Adjectives and homophones</li> </ul>	<ul style="list-style-type: none"> <li>Sentence types</li> <li>Commands, questions, statements, exclamations</li> <li>Suffixes</li> <li>Tenses</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation sentences!</li> <li>Adjectives and homophones</li> <li>Suffixes</li> </ul>
Sentence Construction (Alan Peat)	BOYS sentences List sentences 2A sentences What ! sentences	What ! sentences BOYS sentences 2A sentences	BOYS sentences List sentences 2A sentences What ! sentences	BOYS sentences List sentences 2A sentences	BOYS sentences What ! sentences All the Ws sentences	What ! sentences BOYS sentences 2A sentences
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