



Autumn			
1		2	
Core text		Core text	
<p>Narrative: Stories with Familiar Settings (4 weeks)</p> <p>-The Pirates Next Door by Jonny Duddle -Gorilla by Anthony Browne</p> <p>Non-fiction: Non-Chronological Reports (2 weeks) -Great Fire of London</p> <p>Poetry: Poems on a Theme (1 week) -Harvest</p> <p>Misty – Shirley Hughes (out and about, a first book of poems)</p>		<p>Narrative: Traditional Tales with a Twist (3-4 weeks)</p> <p>Suggested Texts: -Prince Cinders by Babette Cole. -The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith.</p> <p>Non-fiction: Instructions (2-3weeks)</p> <p>Suggested Texts:</p> <ul style="list-style-type: none"> 101 Playground Games by Therese Hoyle. Hopscotch rules YouTube clip (here). 	
<p>Additional Text Vlad Hairy Maclairy Anthony Browne books Magnificent thing Here we Are</p>		<p>Additional Text Fearless Fairy tales by Konnie huq The day I Fell into a Fairytale Ben Miller Dot by Max Shen Magic Paintbrush Julia Donaldson We Gather Together: Celebrating the Harvest Season by Wendy Pfeffer</p>	
<p>Writing progression</p> <p>Write narratives about personal experiences and those of others (real and fictional). Consider what he/she is going to write before beginning by writing down ideas and/or keywords, including new vocabulary. Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils. Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks. Use commas to separate items in a list.</p>		<p>Writing progression</p> <p>Write narratives about personal experiences and those of others (real and fictional). Consider what he/she is going to write before beginning by writing down ideas and/or keywords, including new vocabulary. Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils. Read aloud what he/she has written with appropriate intonation to make the meaning clear. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently.</p>	



English Long Term Plan Year 2

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.

Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Demonstrate understanding of text by answering and asking questions and making links.

Demonstrate understanding of text by predicting what might happen next on the basis of what has happened so far.

**Spring**

1		2	
Core text		Core text	
<p>Narrative: Stories by the same author (3 weeks) Suggested Texts: Books by Roald Dahl</p> <p>Non-fiction: Non-chronological Reports (2 weeks) Suggested Texts: Range of information texts, e.g.: Woodland Adventure Booklet on Nature Detectives website</p>		<p>Narrative: Stories with familiar settings (3 weeks) Suggested Texts: (Farm Books)</p> <p>Non-fiction: Persuasion (2 weeks) Suggested Texts: -Trip to the Farm/ Beach (Persuade other people to go)</p> <p>Poetry: Riddles (1 week) Suggested Texts: • Yummy Riddles (Kids can Read series) by Marilyn Helmer. Animal Riddles from the Meddybemps website.</p>	
Additional Text		Additional Text	
<p>Hodgeheg Roald Dahl Books by Roald Dahl Hairy Maclairy</p>		<p>Traction Man By Mini Grey British Museum: So You Think You've Got It Bad? A Kid's Life in Ancient Rome by Chae Strathie Hairy Maclairy A Squash and Squeeze by Julia Donaldson</p>	
Writing progression		Writing progression	
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Summer	
1	2
<p>Core text</p> <p>Narrative: Adventure Stories Suggested Texts: -Story/ Video from Literacy Shed -The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>Non-fiction: Recount - Letters Suggested Texts: Letters to Famous People</p> <p>Poetry: Classic Poems Halfway Down By A. A. Milne</p>	<p>Core text</p> <p>Buckets and Spades Narrative: Story as a Theme (3 weeks) Suggested Texts: The Lighthouse Keeper Stories by Ronda Armitage and David Armitage.</p> <p>Non-fiction: Explanations (2 weeks) Suggested Texts: Topic (World Vision)</p> <p>Poetry: A seaside poem (1-2 weeks) Suggested Texts: Leavers Poem</p>
<p>Additional Text</p> <p>Into the Forest by Anthony Browne Cally and Jimmy: Twins in Trouble By Zoe Antoniades We Are Family by Patricia Hegarty We Believe in Magic (Book about Blackburn)</p>	<p>Additional Text</p> <p>What Makes Me A Me? by Ben Faulks Nim's Island by Wendy Orr Lucy and Tom at the Seaside by Shirley Hughes The Journey by Francesca Sanna</p>
<p>Writing progression</p> <p>Write for different purposes to develop positive attitudes and stamina for writing. Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. Form adjectives using suffixes such as -ful, -less. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use subordination (using when, if, that, because) and co-ordination (using or, and, but). Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</p>	<p>Writing progression</p> <p>Write for different purposes to develop positive attitudes and stamina for writing. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use subordination (using when, if, that, because) and co-ordination (using or, and, but). Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</p>



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