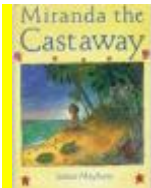


English - Year 2 Long Term Plan

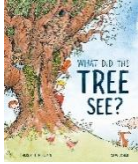
Summer 1 Term

	<u>Week 1</u> 12/04/27	<u>Week 2</u> 19/04/27	<u>Week 3</u> 26/04/26	<u>Week 4</u> 03/05/27	<u>Week 5</u> 10/05/27	<u>Week 6</u> 17/05/27	<u>Week 7</u> 24/05/27
							
Text:	Miranda the castaway by James Mayhew		The Pirates Next Door by Jonny Duddle		Values week	Leaf by Sandra Dieckmann	
Outcome:	Write sentences to describe how Miranda survived on the island.		Write and answer questions to describe what pirates look like and how they behave.			Write a narrative from the point of view of one of the characters.	
Handwriting:	Introduce the arm to sun join: ib, ik, il, it	Introduce the arm to sun join: al, ch, mb, th, da	Introduce the arm to sister join: lc, ka, ko, la, id, lo	Introduce the washing line to boat join: Vi, vu, wi, wr, wy	Introduce the washing line to boat join: ri, rr, ry, re, we	Introduce the washing line to boat join: fi, fr, fn, fu, fy	Introduce the washing line to boat join: oi, or, ow, ou, oy

Editing:	Proof-reading to check for errors in spelling, grammar, punctuation. In pairs or small groups, pupils edit for: Capitals for beginning of sentences and names Full stops at the end of sentences	Proof-reading to check for errors in spelling, grammar, punctuation. In pairs or small groups, pupils edit for: Question marks at the end of a question Apostrophe for omission e.g. can't, won't, haven't-visit linked sentences to develop ideas in non-fiction		Proof-reading to check for errors in spelling, grammar, punctuation In pairs or small groups, pupils edit for: Capitals for beginning of sentences and names Full stops at the end of sentences. Apostrophe for singular possession of nouns e.g. the snake's venom Co-ordination (and, but, so) and subordination (because, when, if)
Curriculum coverage/ priorities:	-Use a range of conjunctions (and, but, because, or, when, if, that) -Expanded noun phases -Adverbs -Suffixes – ness, less -Homophones – sea/sea, here/hear, sun/son	-Use a range of conjunctions -Question marks -Commas in a list -Apostrophes for contraction -Suffixes – ful, less -Homophones – sea/sea, here/hear, sun/son		-Use a range of conjunctions -Apostrophe for singular possession -Expanded noun phases -Suffixes – ful, -Exclamation marks -Homophones – sea/sea, here/hear, sun/son, no/know, to/two/too
	Transcription – Use of Year 2 CEWs Sentence structure – Use capital letters, finger spaces and full stops Composition – collecting vocabulary appropriate to purpose and audience			

Enabling the environment (ILT)	Introduce the arm to sun join: eb, eh, ek, el	Introduce the arm to sun join: ib, ik, il, it	Introduce the arm to sun join: al, ch, mb, th, da	Introduce the arm to sister join: lc, ka, ko, la, id, lo	Introduce the washing line to boat join: Vi, vu, wi, wr, wy	Introduce the washing line to boat join: ri, rr, ry, re, we	Introduce the washing line to boat join: fi, fr, fn, fu, fy
CEW Introduce Recap	cold, wild, behind, every, beautiful, people, poor		because, again, beautiful, great, people, many, mind			beautiful, every, everybody, mind, children, people	
RWI Oxford Owl Spelling	2B – Unit 12 Suffix - less	2B – Unit 13 Suffix - ment	2B – Unit 14 tion	2B – Unit 15 Suffix - es	Revisit 2A Unit 12 Suffix -ed	Revisit 2A Unit 13 Suffix -ed	Revisit 2A Unit 14 Suffix -ed
5-minute Weekly Dictation	The builder asked me to hold these higher above him.	My eye is smaller than the earth!	Is a banana the strangest fruit?	I laughed at the toughest test yet.		Our enjoyment was enough to please the group.	The poor guard couldn't show any weakness.
Parallel texts	Grandad's island by Benji Davies		The troll by Julia Donaldson The Night Pirates by Peter Harris			Polar bears – non-fiction text	

Summer 2 Term

	<u>Week 1</u> 07/06/27	<u>Week 2</u> 14/06/27	<u>Week 3</u> 21/06/27	<u>Week 4</u> 28/06/27	<u>Week 5</u> 05/07/27	<u>Week 6</u> 12/07/27	<u>Week 7</u> 19/07/27
							
Text:	Luna loves gardening By Joseph Coelho		What did the tree see? By Charlotte Guillain		Meerkat Mail By Emily Gravett		Revision
Outcome:	Rewrite the end of the story adding a twist.		Composing questions and writing answers based upon their observations.		Write a postcard to a friend.		
Handwriting :	Introduce the washing line to sun join: wh, wl, rb, rh, rl	Introduce the washing line to sun join: fl, ob, oh, ol, ot	Introduce the washing line to sister join: va, vo, wa, wo	Introduce the washing line to sister join: ra, ro, rd, rg	Introduce the washing line to sister join: fa, fo, oa, oo, od, og	Joining curly letters: bi, gi, ji, si, yi, pi	Joining curly letters: bi, gi, ji, si, yi, pi
Editing:	Proof-reading to check for errors in spelling, grammar, punctuation. In pairs or small groups, pupils edit for: Check for verb tenses (present and past) Spellings (including CEW)		Proof-reading to check for errors in spelling, grammar, punctuation. In pairs or small groups, pupils edit for: Question marks at the end of a question Spellings (including CEW)		Proof-reading to check for errors in spelling, grammar, punctuation. In pairs or small groups, pupils edit for: Check for verb tenses (present and past) Spellings (including CEW)		

Curriculum coverage/ priorities:	-Use a range of conjunctions -Expanded noun phrases -Apostrophe for singular procession - Check for verb tenses (present and past) -Spellings (including CEW) -Homophones – see/sea, be/bee, flower/flour -Suffixes – er, est, ful,		-Use a range of conjunctions -Spell words containing different suffix and use them in their writing - er, est, ful, -Using question marks -Spellings (including CEW) -Homophones – see/sea, be/bee, flower/flour, to/two/too, here, hear		-Use a range of sentence types, question, statement, commands, exclamations -Use a range of conjunctions – coordinating and subordinating - Check for verb tenses (present and past) -Spellings (including CEW) - Homophones – see/sea, be/bee, to/two/too, here, hear -Spell words containing different suffix and use them in their writing - ly		
	Transcription – Use of Year 2 CEWs Sentence structure – Use capital letters, finger spaces and full stops Composition – collecting vocabulary appropriate to purpose and audience						
Enabling the environment (ILT)	Introduce the washing line to boat join: oi, or, ow, ou, oy	Introduce the washing line to sun join: wh, wl, rb, rh, rl	Introduce the washing line to sun join: fl, ob, oh, ol, ot	Introduce the washing line to sister join: va, vo, wa, wo	Introduce the washing line to sister join: ra, ro, rd, rg	Introduce the washing line to sister join: fa, fo, oa, oo, od, og	Joining curly letters: bi, gi, ji, si, yi, pi
CEW Introduce Recap	beautiful, because, behind, children, people, great, sugar		beautiful, cold, every, wild, poor, whole		because , beautiful , people, everybody, children, whole, sugar		

RWI Oxford Owl Spelling	Revisit 2B – Unit 2 Suffixes -er -est	Revisit 2B – Unit 3 Suffixes -er -est	Revisit 2B – Unit 4 Suffixes -er -est	S- used in television, treasure	o sound spelt or after w - work, worm	O sound (other, brother)	Words with I and II
5-minute Weekly Dictation	The famous drummer was singing so loudly behind the band.	He was shouting the question to his favourite player.	Decide on Bob's special present this minute!	Sam's island is an important and busy place.	It's difficult to remember my football club's address.	Promise to help us before we move along!	
Parallel texts	The extraordinary Gardener by Sam Boughton		The tiny seed by Eric Carle		Lost and found by Oliver Jeffers		