



## Lea Primary School English Long Term Plan – Year 2

Every time we write expectations	Ongoing objectives throughout the year	Proof reading & editing
Say it before we write it Use capital letters and full stops Use finger spaces between words Spell the first 100 High Frequency Words correctly	Plan and write narratives based on models provided Develop story structure (opening, something happens, events to sort it out, ending) Plan what I am going to write about (could be oral rehearsal) Maintain consistency of a text in purpose and tense Make simple additions, revisions and corrections	Re-read writing to check that it makes sense Re-read writing to ensure tenses are consistent Re-read for spelling, grammar and punctuation errors Evaluate writing with the teacher and other pupils.
Non-Fiction genres to cover		Grammatical terminology to be used when discussing writing
Instructions Explanations	Recounts Reports	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma <i>Continue using terminology from previous year groups</i>

Autumn term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><b><i>Begin the term with a focus on 'basic skills' revision and introduce 'Every Time We Write' expectations for the year.</i></b></p> <p><b>Objectives to cover</b> <u>Sentence / Punctuation / Grammar</u> Demarcate single clause sentences using a capital letter and a full stop Demarcate multiclausal sentences (using co-ordinating conjunctions) with a capital letter and a full stop Demarcate sentences using question marks and exclamation marks Join words and clauses with the conjunction 'and' Sentences with different forms exclamations, questions, commands, statements Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Use commas in lists</p> <p><u>Text organisation</u> Select and use appropriate words and phrases to describe details of first hand experiences</p>	Mixed Up Fairy Tales <i>Hilary Robinson</i> (Short unit)	Clause & grammar practice	<u>Letter-join scheme: Lessons 136-171 (3 lessons per week)</u> -Consolidating letter formation within letter families -Writing HFW -Diagonal joins -Horizontal joins -Dictations
	Oi Get Off our Train <i>John Burningham</i>	Report / persuasive letter linked to environment	
		The True Story of the 3 Little Pigs <i>Jon Scieszka &amp; 3 Little Wolves &amp; Big Bad Pig – Eugene Trivizas</i>	Wanted Poster Story writing



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<p>Write events in sequence ( when retelling / imitating / adapting familiar stories Include some formal story language</p> <p><u>Effect on Audience</u> Use typical settings, characters and events when writing stories Write stories based on personal experiences</p>	<p>The Jolly Christmas Postman Allan Ahlberg</p>	<p>Letter writing</p>	<p>/ʌ/ sound spelled 'o', as in <i>other</i> Contractions Words ending <i>-il</i>, as in <i>pencil, fossil, nostril</i></p>
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Spring term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><b>Objectives to cover</b> <u>Sentence / Punctuation / Grammar</u> Use expanded noun phrases to describe and specify <i>e.g. the blue butterfly</i> Use present and past tense mostly correctly and consistently Use the progressive form in the past and present tense (<i>past progressive: he was running; present progressive: he is running</i>) Use apostrophes for contracted forms</p> <p><u>Text organisation</u> Plan and write own stories with a logical sequence of events Group sentences together to tell the different parts of the story. Includes description of characters when writing a story</p> <p><u>Effect on Audience</u> Include relevant details that sustain the reader's interest</p>	<p>The Man on The Moon <i>Simon Bartram</i></p>	<p>Instructions - how to make a spaceman sandwich Explanation - how a space rocket works A day in the life of an alien</p>	<p><u>Letter-join scheme: Lessons 172-207 (3 lessons per week)</u> Practise handwriting through the following: -Dictations including HFW and CEW -Number orientation (link to xtables) -SPAG revision <i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
	<p>Traction Man <i>Mini Grey</i></p>	<p>Story writing Questions Thank you letter Character description Sequel story - scissors</p>	
	<p>Meerkat Mail <i>Emily Gravett</i></p>	<p>Letter writing Diary</p>	<p>Common Exception Words The /l/ or /əl/ sound, spelled <i>-le</i> at the end of words The /l/ or /əl/ sound spelled <i>-el</i> at the end of words</p>
	<p>Last Stop on Market Street <i>Matt de la Pena</i></p>	<p>Post cards Recount</p>	<p>The /l/ or /əl/ sound spelled <i>-al</i> at the end of words Homophones The /aɪ/ sound spelled <i>-y</i> at the end of words Adding <i>-es</i> to nouns and verbs ending in <i>-y</i></p>



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			<p>Adding <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>_y</i> with a consonant before it</p> <p>Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to Words ending in <i>_e</i> with a consonant before it</p> <p>Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to one syllable words which end in a single consonant letter after a single vowel letter</p>
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Summer term				
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting	
<p><u>Sentence / Punctuation / Grammar</u> Use appropriate adjectives and adverbs to give essential information e.g. ‘plain flour’ rather than ‘flour’ or ‘fluffy, white flour’ Use apostrophes for possession (singular) Use some variation in sentence openings (not always the ‘subject’)</p> <p><u>Text organisation</u> Include some dialogue when writing stories (speech punctuation to be introduced in Y3) Assemble information on a subject (ideas grouped together; subheadings, etc.)</p> <p><u>Effect on Audience</u> Suggest viewpoint with brief comments or questions</p>	<p>Major Glad, Major Dizzy <i>Jan Oke</i></p>	<p>“When I grow up...” Letter to Granny Story – next adventure</p>	<p><u>Letter-join scheme: Lessons 208-225 (3 lessons per week)</u> Practise handwriting through the following: -Dictation sentences and paragraphs -Writing number words and positional words -Number orientation (through tables and place value) <i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>	
	<p>A River <i>Marc Martin</i></p>	<p>Explanations</p>	<p>Spelling (Rising Stars)</p>	<p>Common Exception Words The /ɔ:/ sound spelled ‘a’ before ‘l’ and ‘ll’ The /i:/ sound spelled <i>-ey</i>, as in <i>key</i> The /ɒ/ sound spelled ‘a’ after ‘w’ and ‘qu’ The /ɜ:/ sound spelled ‘or’ after ‘w’</p>
	<p>Duffy’s Lucky Escape &amp; Marli’s Tangled Tale <i>Ellie Jackson</i></p>	<p>Story writing Letter Recount Information poster</p>	<p>Common Exception Words The /ɔ:/ sound spelled ‘a’ before ‘l’ and ‘ll’ The /i:/ sound spelled <i>-ey</i>, as in <i>key</i> The /ɒ/ sound spelled ‘a’ after ‘w’ and ‘qu’ The /ɜ:/ sound spelled ‘or’ after ‘w’</p>	



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			<p>The /ɔ:/ sound spelled 'ar' after 'w' The /z/ sound spelled 's', as in <i>Television</i> Suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i> The possessive apostrophe (singular nouns) Words ending in <i>-tion</i>, as in <i>station</i></p>
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