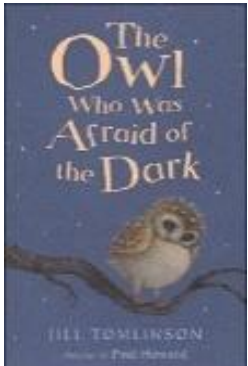




English Curriculum Long Term Plan Year 2

Year 2			
Term			
Autumn 1 	Driver Text: The Owl Who was Afraid of the Dark by Jill Tomlinson		
	Fiction	Non Fiction	Poetry
	<u>Writing Focus</u> Narrative – creating a setting using descriptive language. *Rising Stars Vocabulary Activity- Page 68- Can you describe the landscape? *	<u>Writing Focus</u> Information- create a fact file about owls. *Rising Stars Vocabulary Activity- Page 66- Which habitat? Words associated with animals and habitats*	<u>Writing Focus</u> After Dark by Michael Rosen To compose a poem about after dark using the same repetitive phrase as Michael Rosen. *Rising Stars Vocabulary Activity- Page 42- What sound does it make?*
<u>Vocabulary, grammar and punctuation for Year 2</u>	<u>Word</u> Formation of nouns using suffixes such as 'ness', 'er' and by compounding (for example. Whiteboard, superman) Formation of adjectives using suffixes such as 'ful', 'less' (more suffixes found on the spelling LTP) Use of suffixes 'er' and 'est' in adjectives and use of 'ly' in standard English to turn adjectives into adverbs. <u>Sentence</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <u>Text</u> Correct choice and consistent use of present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) <u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)		

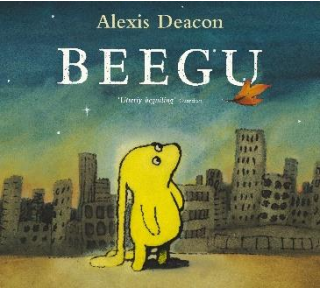
English Curriculum Long Term Plan Year 2

<p>Reading Comprehension Focus</p>	<p style="text-align: center;">Content domain reference</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1a</td> <td>draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td>1b</td> <td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td>1c</td> <td>identify and explain the sequence of events in texts</td> </tr> <tr> <td>1d</td> <td>make inferences from the text</td> </tr> <tr> <td>1e</td> <td>predict what might happen on the basis of what has been read so far</td> </tr> </table>			1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
1a	draw on knowledge of vocabulary to understand texts												
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information												
1c	identify and explain the sequence of events in texts												
1d	make inferences from the text												
1e	predict what might happen on the basis of what has been read so far												
<p>Autumn 2</p> 	<p>Driver Text: Pumpkin Soup by Helen Cooper</p>												
	<p>Fiction</p> <p><u>Writing Focus</u> Retelling the story from the duck's point of view. Concentrating on the character's feelings and behaviour.</p> <p>*Rising Stars Vocabulary Activity- Page 58- How do you eat your food?*</p>	<p>Non Fiction</p> <p><u>Writing Focus</u> Instructions – recipes write own recipes for making soup.</p> <p>*Rising Stars Vocabulary Activity- Page 70- How do we grow tomato plants?*</p>	<p>Poetry</p> <p><u>Writing Focus</u> Cats by Eleanor Farjeon Write a simple rhyming poem about cats.</p> <p>*Rising Stars Vocabulary Activity- Page 62- How can we use descriptive words in rhymes?*</p>										
<p>Vocabulary, grammar and punctuation for Year 2</p>	<p>Word Formation of nouns using suffixes such as 'ness', 'er' and by compounding (for example. Whiteboard, superman) Formation of adjectives using suffixes such as 'ful', 'less' (more suffixes found on the spelling LTP) Use of suffixes 'er' and 'est' in adjectives and use of 'ly' in standard English to turn adjectives into adverbs.</p> <p>Sentence</p>												

English Curriculum Long Term Plan Year 2

	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Text Correct choice and consistent use of present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)</p>														
<p>Reading Comprehension Focus</p>	<table border="1" data-bbox="524 517 1682 847"> <thead> <tr> <th colspan="2" data-bbox="524 517 1682 564">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 564 613 612">1a</td> <td data-bbox="613 564 1682 612">draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td data-bbox="524 612 613 699">1b</td> <td data-bbox="613 612 1682 699">identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td data-bbox="524 699 613 746">1c</td> <td data-bbox="613 699 1682 746">identify and explain the sequence of events in texts</td> </tr> <tr> <td data-bbox="524 746 613 794">1d</td> <td data-bbox="613 746 1682 794">make inferences from the text</td> </tr> <tr> <td data-bbox="524 794 613 847">1e</td> <td data-bbox="613 794 1682 847">predict what might happen on the basis of what has been read so far</td> </tr> </tbody> </table>			Content domain reference		1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
Content domain reference															
1a	draw on knowledge of vocabulary to understand texts														
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information														
1c	identify and explain the sequence of events in texts														
1d	make inferences from the text														
1e	predict what might happen on the basis of what has been read so far														
<p>Spring 1</p> 	<p>Driver Text: The Marvellous Moon Map by Teresa Heapy</p> <table border="1" data-bbox="488 932 2074 1339"> <thead> <tr> <th data-bbox="488 932 1048 979">Fiction</th> <th data-bbox="1048 932 1592 979">Non-Fiction</th> <th data-bbox="1592 932 2074 979">Poetry</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 979 1048 1339"> <p>Writing Focus Adventure story – create a new adventure in an alternative setting for Mouse and Bear.</p> </td> <td data-bbox="1048 979 1592 1339"> <p>Writing Focus Travel leaflets- writing information leaflets to advertise different world destinations.</p> </td> <td data-bbox="1592 979 2074 1339"> <p>Writing Focus The Moon- Robert Louis Stevenson To write a short free verse poem about what the moon sees.</p> </td> </tr> </tbody> </table>			Fiction	Non-Fiction	Poetry	<p>Writing Focus Adventure story – create a new adventure in an alternative setting for Mouse and Bear.</p>	<p>Writing Focus Travel leaflets- writing information leaflets to advertise different world destinations.</p>	<p>Writing Focus The Moon- Robert Louis Stevenson To write a short free verse poem about what the moon sees.</p>						
Fiction	Non-Fiction	Poetry													
<p>Writing Focus Adventure story – create a new adventure in an alternative setting for Mouse and Bear.</p>	<p>Writing Focus Travel leaflets- writing information leaflets to advertise different world destinations.</p>	<p>Writing Focus The Moon- Robert Louis Stevenson To write a short free verse poem about what the moon sees.</p>													

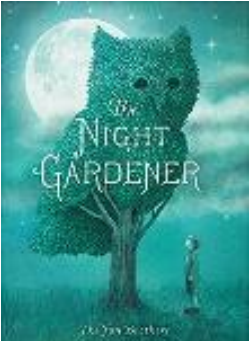
English Curriculum Long Term Plan Year 2

<p>Vocabulary, grammar and punctuation for Year 2</p>	<p>Word Formation of nouns using suffixes such as 'ness', 'er' and by compounding (for example. Whiteboard, superman) Formation of adjectives using suffixes such as 'ful', 'less' (more suffixes found on the spelling LTP) Use of suffixes 'er' and 'est' in adjectives and use of 'ly' in standard English to turn adjectives into adverbs.</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing. Use of 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>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)</p>														
<p>Reading Comprehension Focus</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td style="width: 10%;">1a</td> <td>draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td>1b</td> <td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td>1c</td> <td>identify and explain the sequence of events in texts</td> </tr> <tr> <td>1d</td> <td>make inferences from the text</td> </tr> <tr> <td>1e</td> <td>predict what might happen on the basis of what has been read so far</td> </tr> </tbody> </table>			Content domain reference		1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
Content domain reference															
1a	draw on knowledge of vocabulary to understand texts														
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information														
1c	identify and explain the sequence of events in texts														
1d	make inferences from the text														
1e	predict what might happen on the basis of what has been read so far														
<p>Spring 2</p> 	<p>Driver Text: Beegu by Alexis Deacon</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 33%;">Fiction</th> <th style="width: 33%;">Non-Fiction</th> <th style="width: 33%;">Poetry</th> </tr> </thead> <tbody> <tr> <td> Descriptive writing. Describe character and setting. *Rising Stars Vocabulary Activity- Page 32- Can we launch a rocket? </td> <td> Report- write report about major events in space exploration. </td> <td> The Rubbish Tip Alien- Pie Corbett To write a three stanza poem about what their rubbish tip alien is made from. </td> </tr> </tbody> </table>			Fiction	Non-Fiction	Poetry	Descriptive writing. Describe character and setting. *Rising Stars Vocabulary Activity- Page 32- Can we launch a rocket?	Report- write report about major events in space exploration.	The Rubbish Tip Alien- Pie Corbett To write a three stanza poem about what their rubbish tip alien is made from.						
Fiction	Non-Fiction	Poetry													
Descriptive writing. Describe character and setting. *Rising Stars Vocabulary Activity- Page 32- Can we launch a rocket?	Report- write report about major events in space exploration.	The Rubbish Tip Alien- Pie Corbett To write a three stanza poem about what their rubbish tip alien is made from.													

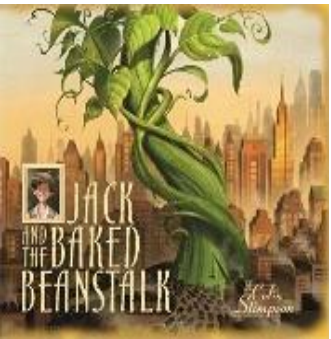
English Curriculum Long Term Plan Year 2

<p>Vocabulary, grammar and punctuation for Year 2</p>	<p>Word Formation of nouns using suffixes such as 'ness', 'er' and by compounding (for example. Whiteboard, superman) Formation of adjectives using suffixes such as 'ful', 'less' (more suffixes found on the spelling LTP) Use of suffixes 'er' and 'est' in adjectives and use of 'ly' in standard English to turn adjectives into adverbs.</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing. Use of 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>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)</p>														
<p>Reading Comprehension Focus</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Content domain reference</th> </tr> </thead> <tbody> <tr> <td style="width: 10%;">1a</td> <td>draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td>1b</td> <td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td>1c</td> <td>identify and explain the sequence of events in texts</td> </tr> <tr> <td>1d</td> <td>make inferences from the text</td> </tr> <tr> <td>1e</td> <td>predict what might happen on the basis of what has been read so far</td> </tr> </tbody> </table>			Content domain reference		1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
Content domain reference															
1a	draw on knowledge of vocabulary to understand texts														
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information														
1c	identify and explain the sequence of events in texts														
1d	make inferences from the text														
1e	predict what might happen on the basis of what has been read so far														
	<p>Driver Text: The Night Gardener by The Fan Brothers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Fiction</td> <td style="width: 33%;">Non- Fiction</td> <td style="width: 33%;">Poetry</td> </tr> </table>			Fiction	Non- Fiction	Poetry									
Fiction	Non- Fiction	Poetry													

English Curriculum Long Term Plan Year 2

<p>Summer 1</p> 	<p>Writing Focus Diary- write a series of diary entries describing William's experiences.</p> <p>*Rising Stars Vocabulary Activity- Page 60- Explore adjectives to describe setting- using a fairy tale as an example*</p>	<p>Writing Focus Explanation- Why do trees lose their leaves?</p>	<p>Writing Focus Trees- Harry Behn</p> <p>To write a short poem describing the changes to trees in each season.</p> <p>*Rising Stars Vocabulary Activity- Page 72-What is he doing in the garden?*</p>
<p>Vocabulary, grammar and punctuation for Year 2</p>	<p>Word Formation of nouns using suffixes such as 'ness', 'er' and by compounding (for example. Whiteboard, superman) Formation of adjectives using suffixes such as 'ful', 'less' (more suffixes found on the spelling LTP) Use of suffixes 'er' and 'est' in adjectives and use of 'ly' in standard English to turn adjectives into adverbs.</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing. Use of 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>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)</p>		

English Curriculum Long Term Plan Year 2

<p>Reading Comprehension Focus</p>	<table border="1"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td>1b</td> <td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td>1c</td> <td>identify and explain the sequence of events in texts</td> </tr> <tr> <td>1d</td> <td>make inferences from the text</td> </tr> <tr> <td>1e</td> <td>predict what might happen on the basis of what has been read so far</td> </tr> </tbody> </table>			Content domain reference		1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
Content domain reference															
1a	draw on knowledge of vocabulary to understand texts														
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information														
1c	identify and explain the sequence of events in texts														
1d	make inferences from the text														
1e	predict what might happen on the basis of what has been read so far														
<p>Summer 2</p> 	<p>Driver Text: Jack and the Baked Beanstalk by Colin Stimpson</p> <table border="1"> <thead> <tr> <th data-bbox="488 624 1048 667">Fiction</th> <th data-bbox="1048 624 1592 667">Non-Fiction</th> <th data-bbox="1592 624 2074 667">Poetry</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 667 1048 1038"> <p>Writing Focus Narrative plot and setting- compare this story with the traditional tale. Create a new setting and a new twist to the tale.</p> <p>*Rising Stars Vocabulary Activity- Page 38- How do we use –er and -est?*</p> </td> <td data-bbox="1048 667 1592 1038"> <p>Writing Focus Persuasive letter – write a letter to the council to persuade them not to demolish Birkenhead Priory.</p> </td> <td data-bbox="1592 667 2074 1038"> <p>Writing Focus Ten Things Found in a Wizard's Pocket- Ian McMillan</p> <p>To write a short poem about ten things found in a wizard's pocket- link to driver text.</p> </td> </tr> </tbody> </table>			Fiction	Non-Fiction	Poetry	<p>Writing Focus Narrative plot and setting- compare this story with the traditional tale. Create a new setting and a new twist to the tale.</p> <p>*Rising Stars Vocabulary Activity- Page 38- How do we use –er and -est?*</p>	<p>Writing Focus Persuasive letter – write a letter to the council to persuade them not to demolish Birkenhead Priory.</p>	<p>Writing Focus Ten Things Found in a Wizard's Pocket- Ian McMillan</p> <p>To write a short poem about ten things found in a wizard's pocket- link to driver text.</p>						
Fiction	Non-Fiction	Poetry													
<p>Writing Focus Narrative plot and setting- compare this story with the traditional tale. Create a new setting and a new twist to the tale.</p> <p>*Rising Stars Vocabulary Activity- Page 38- How do we use –er and -est?*</p>	<p>Writing Focus Persuasive letter – write a letter to the council to persuade them not to demolish Birkenhead Priory.</p>	<p>Writing Focus Ten Things Found in a Wizard's Pocket- Ian McMillan</p> <p>To write a short poem about ten things found in a wizard's pocket- link to driver text.</p>													
<p>Vocabulary, grammar and punctuation for Year 2</p>	<p>Word Formation of nouns using suffixes such as 'ness', 'er' and by compounding (for example. Whiteboard, superman) Formation of adjectives using suffixes such as 'ful', 'less' (more suffixes found on the spelling LTP) Use of suffixes 'er' and 'est' in adjectives and use of 'ly' in standard English to turn adjectives into adverbs.</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>														

English Curriculum Long Term Plan Year 2

	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)</p>												
<p>Reading Comprehension Focus</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="524 331 1682 379">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 379 613 427">1a</td> <td data-bbox="613 379 1682 427">draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td data-bbox="524 427 613 515">1b</td> <td data-bbox="613 427 1682 515">identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td data-bbox="524 515 613 563">1c</td> <td data-bbox="613 515 1682 563">identify and explain the sequence of events in texts</td> </tr> <tr> <td data-bbox="524 563 613 611">1d</td> <td data-bbox="613 563 1682 611">make inferences from the text</td> </tr> <tr> <td data-bbox="524 611 613 659">1e</td> <td data-bbox="613 611 1682 659">predict what might happen on the basis of what has been read so far</td> </tr> </tbody> </table>	Content domain reference		1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
Content domain reference													
1a	draw on knowledge of vocabulary to understand texts												
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information												
1c	identify and explain the sequence of events in texts												
1d	make inferences from the text												
1e	predict what might happen on the basis of what has been read so far												
<p>Terminology</p>	<p>Noun, noun phrase Statement, question, exclamation, command Compound, adjective, verb Suffix Adverb Tense (past, present) Apostrophe, comma</p>												