Staniland Academy Y2   Long Term Planning for English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Forest Rangers	Forest Rangers	Towers, Tunnels and Turrets	Towers, Tunnels and Turrets	Voyage of Discovery	Voyage of Discovery
Genres to be covered	• Sentence structure • Narrative – character description Visual Literacy cold write (First week of the new academic year)	• Diamante poems • Instructions • Information text – animal non-chronological report	• Diary • Information text – Recount • Persuasive Letter	• Traditional stories - character description Rapunzel • Non-chronological report – training to be a knight • Poetry – Cinquain • World Book Week????	• Different stories by the same Author – just so stories • Biography – Captain Cook	• Poetry – silly stuff • Extended stories - Storm Whale Visual Literacy Cold write (based on Autumn 1 cold write to show progression in writing).
Curriculm Writing opportunities (min. 3 per term)	• Non – Chron about Islam (RE) • Explanation of respect rules (PSHE)	• Explanation (comparing) Sherwood Forest and Amazon Rainforest (Geography) • Explanation of Aqiqah ceremony (RE) • Instructions for cleaning teeth (PSHE)	• Story of Good Samaritan (RE) • Comparing peasants and kings (History)	• Diary of the Battle of Lincoln (History) • Explanation of family life (PSHE)	• Explanation of Harvest (RE) • Information text of human life cycle (Science) • Story of Holi (RE)	• Letter to Ann from Matthew Flinders (History) • Story of Thanksgiving (RE) • Letter to Y3 teacher (PSHE)
Resources (Texts/Visual Resources)	Dear zoo story Animal fact files	Firework videos	Zog story/film	Rapunzel story/film clip Knight information	Lighthouse keepers lunch	

Genre Coverage					
Fiction		Non-Fiction		Poetry	
Text Type	Date Covered	Text Type	Date Covered	Text Type	Date Covered
Stories with familiar settings		**Instructions**		**Poetry – silly stuff**	
Traditional Stories		**Explanations**		**Poetry**	
Different Stories by the same Author		**Information Texts**		**Poetry – patterns on a page**	
Extended stories by significant authors		**Non-chronological reports**			
		Information texts			
		Instructions			

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Staniland Academy Year 2 Writing Curriculum Coverage Statements (Taken from NC)	AUT	SPR	SUM
Composition			
Write about real events, recording these simply and clearly			
• Write simple, coherent narratives about personal experiences and those of others (real or fictional) including some variation in sentence openings.			
• Show an awareness of how to write for different purposes			
• Give a simple viewpoint in their writing, when writing to persuade, using some words chosen for effect to promote this viewpoint e.g. it is/was great/fun/healthy/unhealthy.			
• Plan by writing down their ideas, what they are going to write about, key words and any new vocabulary			
• Can form compound sentences that use co-ordination to join clauses e.g. or / and / but	🟪		
• Can create sentences that use some subordination to join clauses e.g. when/ if/ that/ because			
• Group ideas into sections and sequence writing through the use of time conjunctions, headings and numbers			
• Write poetry			
• Check their writing with the teacher and other pupils			
• Read aloud what they have written			
Vocabulary			
Make some apt word choices including subject-specific vocabulary	🟪		
Add detail to interest the reader: adjectives, simple expanded noun phrase, adverbs	🟪		
Grammar and Punctuation			
Demarcate most sentences in their writing with: capital letters and full stops; use question marks correctly when required; use exclamation marks correctly when require; use commas to separate items in a list.	🟪		

Independently compose and write sentences using correct grammatical patterns and punctuation for: statements, questions, exclamations, commands			
Use present and past tense mostly correctly and consistently: simple present e.g you open; simple past e.g. you opened; present progressive e.g. he is opening; past progressive e.g. he was opening **IMPORTANT: The children do not need to know the terminology 'progressive' but from a teaching perspective, the children need to be taught to write in theses tenses correctly.**			
Spelling			
Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	 		
Spell many common exception words from the year 2 list			
Use any known prefixes confidently to assist spelling e.g. happy/unhappy; like/dislike; tidy/untidy.			
Add -s to words ending in a vowel plus -y, including -ey, -oy, -ay, -uy (e.g. donkeys).			
Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it e.g. copy/copied/copying; happy/happier/happiest			
Add -*ing*, -*ed*, -*er*, -*est* and -*y* to words ending in -*e* with a consonant before it e.g. hike/hiked; nice/nicer; shine/shiny			
Use irregular plural noun suffixes (e.g. baby, babies; knife, knives; foot, feet; mouse, mice; tooth, teeth)			
Add -*es* to words ending in -*y* by changing the **y** to **i** before adding -*es* (e.g. carry become carries).			
Spell words for which 1 or more spellings are already known including a few homophones e.g. there, their, they're			
Can spell more words with the contracted forms e.g. couldn't, can't, it's			
Awareness and some use of the singular possessive apostrophe e.g. the girl's book			
Handwriting			
All letters are formed correctly in line with the school's own handwriting policy	 		
Ascenders and descenders are correctly orientated	 		
Form capital letters and digits of the correct size	 		
Orientate and understand the relationships between capital letters and lower-case letters			
If joining, understands when best not to join letters that are adjacent to one another			
Use spacing between words that reflects the size of the letters	 		
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught			

Staniland Academy Year 2 Reading Curriculum Coverage Statements (Taken from NC)	AUT	SPR	SUM
Word Reading			
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent			

Read accurately words of two or more syllables that contain the same graphemes as above			
Read most words containing common suffixes e.g. –ing, -er, -ed, -est.			
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word			
Read most words quickly and accurately, without overt sounding and blending e.g. at over 90 words per minute			
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation			
Re-read these books to build up their fluency and confidence in word reading.			
Engagement with a range of texts 1a (Suki)			
listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently			
discussing the sequence of events in books and how items of information are related			
is familiar and confident with and retelling a wider range of stories, fairy stories and traditional tales			
continues to build up a repertoire of poems learnt by heart, reciting these with appropriate intonation			
Literal understanding and information retrieval- Content Domain: 1b (Rex) 1c (Suki)			
Generally accurate literal understanding of texts			
Accurately identifies sequence of events in texts			
Make reasonable links between events and information			
Inferential Understanding- Content Domain 1d (Iggy) 1e (Pip)			
Answer questions and makes some inference on the basis of what is being said and done.			
Makes and explains simple reasonable inferences about events and information in texts			
Answers and asks relevant questions linked to different types of text			
Make predictions based on the information in the text			
Authorial intent, authors' use of language and presentational features- Content Domains: 1a (Victor) 1b(Rex)			
Identify the meaning of unfamiliar words encountered in reading			
Checks the text makes sense to them and corrects inaccurate reading based on the context			
Begin to identify some key organisational features of a text			

Awareness that texts/non-fiction texts are structured in different ways			
Recognises language features used within texts; including recurring words and phrases for effect			
Discusses and clarifies the meaning of words, linking new meanings to known vocabulary			