



St Edmund's and St Thomas' Catholic Primary School Y2 English Long Term Curriculum Plan



YEAR 2	Autumn 1 We Are Family Dave and the Tooth Fairy – Verna Wilkins Pumpkin Soup – Helen Cooper The Works Key Stage 1 – Poems/rhymes to enjoy, perform and learn by heart- Pie Corbett	Autumn 2 Journeys The Way Home For Wolf – Rachel Bright Coming to England- Floella Benjamin  <i>Collection of stories featuring wolves and non-fiction books about wolves.</i>	Spring 1 Objects/People Who Changed the World Mufaro's Beautiful Daughters – John Steptoe  The Works Key Stage 1 – Poems/rhymes to enjoy, perform and learn by heart- Pie Corbett	Spring 2 Planet Earth Dolphin Boy Michael Morpurgo The Sound Collector – Roger McGough Poems to perform Julia Donaldson	Summer 1 Can You help Me? The Day the Crayons Quit – Drew Daywalt Hansel and Gretel	Summer 2 Wildlife Connections Tidy – Emily Gravett Too Much Stuff – Emily Gravett Information texts about pollinators/plants cycle A/ Big Cats of Sierra Leone cycle B
<b>Literary Form</b>	Picture book, familiar setting/life experience, patterned language, fantasy	Picture book, family setting and dynamics, <i>biography</i> ,	Picture book traditional tale Rhythm and rhyme	Familiar setting and dynamics Poetry rhythm and rhyme	Picture book, humour, letters, viewpoints, archaic text	Picture book, information text
<b>Link to Main NC Area of Learning</b>	RE & History – Families	Geography - Maps	PSED	Science – Plants Living Things and their habitats. Geography -Crosby coastline.		Science – Plants Living Things and their habitats RE – Our world
<b>PSHE</b>	Families, honesty, aspirations	friendship, family, independence, asking for help	kindness, generosity, love and honesty are rewarded and selfishness is punished	Family, overcoming fears, self-esteem, respect, appreciating others	Campaigning, fairness, uniqueness, conflict between obligation & self-interest	Caring for the environment,
<b>Phonics and Reading: Word reading</b>	Phonics and reading lessons following RWI scheme. Home reading linked to the RWI scheme. On completion of the Phonics programme pupils move onto the RWI reading comprehension programme. Re-read books to build up fluency and confidence in word reading.					
<b>Reading: Comprehension</b>	Revision of CEW, apply phonological knowledge to decode words. Read accurately words of two or more syllables. Re-read texts for pleasure. Make predictions. Build a wider vocabulary using words in text, link new meanings to those already known. Pick out significant events, incidents that occur through a text. Link familiar story themes to their own experiences. Demonstrate understanding of texts by asking and answering who, what, where, when, why, questions. Make inferences about what is being said and done. Identify and discuss the main events in stories. Explain and discuss their understanding, giving opinions and supporting with reasons. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. Explain why they like a particular text	Revision of CEW, apply phonological knowledge to decode words. Read accurately words of two or more syllables. Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. Activate prior knowledge. Build a wider vocabulary using words in text, link new meanings to those already known. Discuss the title and how it relates to the events in the whole story. Discuss themes, plots, events and characters in the texts. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Explain why they like a particular text. Pose and record questions prior to reading to find something out. Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings.	Revision of CEW, apply phonological knowledge to decode words. Read accurately words of two or more syllables. Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. Build a wider vocabulary using words in text, link new meanings to those already known. Identify and discuss the main events in stories. Make inferences based on what is being said and done. Give opinions and support with reasons. Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how	Read accurately words of two or more syllables. Use morphology to work out the meaning of unfamiliar words. Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. Activate prior knowledge. Build a wider vocabulary using words in text. Discuss and clarify the meanings of words, link new meanings to known vocabulary. Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used Use patterns and repetition to support oral retelling. Identify and discuss the main events in stories. Give opinions about texts and support with reasons. Answer simple questions where they recall information from a text. Performance reading: Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.	Read accurately words of two or more syllables. Use morphology to work out the meaning of unfamiliar words. Activate prior knowledge. Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out Build a wider vocabulary using words in text. Discuss and clarify the meanings of words, link new meanings to known vocabulary. Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used. Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about what is being said and done. Give opinions and support with reasons. Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Demonstrate understanding of fiction texts by asking and answering who,	Read accurately words of two or more syllables. Use morphology to work out the meaning of unfamiliar words Activate prior knowledge and raise questions. Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. Build a wider vocabulary using words in text. Discuss and clarify the meanings of words, link new meanings to known vocabulary. Give opinions about texts and support with reasons. Discuss themes, plots, events and characters, comparing stories by the same author. Make inferences based on what is being said and done. Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Recall specific information texts. Use contents and index pages to find specific information. Read definitions using a glossary. Read subheadings and sections of information and give a summary of information to a listener.

					what, where, when, why, how questions.	
<b>Vocabulary, Grammar, Punctuation (and Spelling)</b>	<p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, adjective, noun, common noun, proper nouns, punctuation, full stop, question mark, exclamation mark, comma, commas in a list, , expanded noun phrase, conjunction, exclamation, statement, command, question sentences</p> <p>Use capital letters for names, places, days of the week and the personal pronoun 'I'. Use capital letters and full stops, question and exclamation marks to demarcate sentences. Join words and clauses using 'and', but and or. Separate items in a list using commas. Use expanded noun phrases to describe. Spells most words with simple suffixes and prefixes correctly. (e.g. singular and plural 's' and 'es', verb endings 'ed', 'ing')</p> <p>Select, generate and effectively use verbs</p>	<p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, adjective, noun, common noun, proper nouns, punctuation, full stop, question mark, exclamation mark, comma, commas in a list, expanded noun phrase, conjunction, exclamation, statement, command, question sentences</p> <p>Use co-ordinating conjunctions: and, but, or Use subordinating conjunctions: if, when, because, that Explore the different sentence types: command, question Use capital letters, full stops and question marks, exclamation marks to demarcate sentences. Use capital letters for names, days of the week and the personal pronoun 'I'. Use expanded noun phrases. Select, generate and effectively use verbs (imperative) Spells most words with simple suffixes and prefixes correctly. (e.g. singular and plural 's' and 'es', verb endings 'ed', 'ing')</p>	<p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, statement, exclamation, question, command, adjective, noun, noun phrase, verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, apostrophe, plural, commas in list</p> <p>Explore different types of verb, recognise adverbs. Add 'ly' to words, Recognise and use simple contractions, use apostrophes to indicate possession Explore the different sentence types: statement, exclamation,</p>	<p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, statement, exclamation, question, command, adjective, noun, noun phrase, verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, apostrophe, plural, commas in list, past, present tense, root word, suffix</p> <p>Explore the different sentence types: statement, exclamation.</p> <p>Use the past and present tenses correctly and consistently, including in the progressive form. Form nouns by adding the suffixes ness, er,, form adjectives by adding the suffixes ful and less; compound words</p>	<p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, statement, exclamation, question, command, adjective, noun, noun phrase, verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, apostrophe, plural, commas in list, past, present tense, root word, suffix</p> <p>Use the past and present tenses correctly and consistently, including in the progressive form. Explore regular plural suffixes 's' and 'es'. adding prefix 'un' how this changes the meaning of adjectives and adverbs, adding suffixes ing, ed, er which do not change the spelling of the root word, Add suffixes to adjectives – er – est</p>	<p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, statement, exclamation, question, command, adjective, noun, noun phrase, verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, apostrophe, plural, commas in list, past, present tense, root word, suffix</p> <p>Explore regular plural suffixes 's' and 'es'. adding prefix 'un' how this changes the meaning of adjectives and adverbs, adding suffixes ing, ed, er which do not change the spelling of the root word, Add suffixes to adjectives – er – est Compound words</p> <p>Revisit KS 1 Grammar and punctuation</p>
<b>Writing: Transcription</b>	Handwriting – follow Letter Join scheme; Y2 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Daily dictation, Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Spelling – follow RWI Phonics programme, once completed move onto RWI Spelling programme. Learn to spell National Curriculum CEW					
<b>Writing: Composition</b>	<p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally compose sentences, including statement, questions exclamations, Write narratives about personal experiences and those of others (real and fictional) Add simple adjectives to sentences or phrases. Add some appropriate vocabulary including prepositions and adverbs related to time, place and manner. Join ideas in sentences using co-ordinating conjunctions: and, but, or and subordinating conjunctions: because, when. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly</p>	<p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally compose sentences, including statement, questions Join ideas in sentences using co-ordinating conjunctions: and, but, or and subordinating conjunctions: because, if, when, that. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Use present tense for non-chronological reports. Use expanded noun phrases to specify Re-read sentences to check they make sense Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly</p>	<p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally compose sentences, including statement, questions, exclamations. Join ideas in sentences using co-ordinating conjunctions: and, but, or and subordinating conjunctions: because, if, when, that. Select, generate and effectively use verbs and adverbs. Add some appropriate vocabulary including prepositions and adverbs related to time, place and manner. Select, generate and effectively use verbs and adverbs. Re-read sentences to check they make sense. Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally compose sentences, including statement, questions, exclamations. Join ideas in sentences using co-ordinating conjunctions: and, but, or and subordinating conjunctions: because, if, when, that. Add some appropriate vocabulary including prepositions and adverbs related to time, place and manner. Use expanded noun phrases to specify and describe. Re-read sentences to check they make sense. Proof-read sentences to check for errors in spelling, grammar and punctuation</p>	<p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally compose sentences, including statement, questions, exclamations. Join ideas in sentences using co-ordinating conjunctions: and, but, or and subordinating conjunctions: because, if, when, that. Add some appropriate vocabulary including prepositions and adverbs related to time, place and manner. Use formulaic phrases to open and close texts Use expanded noun phrases to specify, describe and persuade Re-read sentences to check they make sense. Proof-read sentences to check for errors in spelling, grammar and punctuation</p>	<p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally compose sentences, including statement, questions, exclamations. Join ideas in sentences using co-ordinating conjunctions: and, but, or and subordinating conjunctions: because, if, when, that. Add some appropriate vocabulary including prepositions and adverbs related to time, place and manner. Use expanded noun phrases to specify, describe and persuade. Make simple notes from non-fiction texts, e.g. highlighting and noting key words Use specific text type features to write for a range of audiences and purposes Re-read sentences to check they make sense. Proof-read sentences to check for errors in spelling, grammar and punctuation</p>

<b>Extended Writing Outcome</b>	Story mapping/oral retelling of story or parts of story Character and setting descriptions Add speech and thought bubbles to pictures from the story at key points in the narrative. Hot seat questions Recount of story (parts of the story) Use structure of text to write own version of the story Letters	Story mapping/oral retelling of story or parts of story Character and setting descriptions Speech and thought bubbles, Use original text as a model for own version of story Research and create a non-chronological report	Story mapping/oral retelling of story or parts of story Hot seat questions Speech bubbles Recount parts of the story Character description Diary entries Write own version of poem studied	Setting and character description, Fact file about dolphins Information leaflet - How to help a beached dolphin.	Story mapping/oral retelling of story or parts of story Persuasive letters Hot seat questions  Character and setting descriptions Recount events from a characters' point of view. Alternative version of a traditional tale	Diary entries/blogs Persuasive posters Letters Story - rewrite changing elements of the story Non-chronological report - pollinators Instructions/directions using prepositions- Chester zoo visit.
<b>Amazing Authors (one afternoon per week)</b>	Julia Donaldson	Poetry – Michael Rosen	Biographies (Sports, Art and Scientist). Little People, Big Dreams	Rob Biddulph	Poetry	Eric Carle