

**English Long Term Planning Document**

Year Two							
Skills Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Set Text							
Purpose/Outcome							
Fiction Genre							
Non-fiction Genre							
Genre re-visited <i>(opportunity for writing across the curriculum)</i>							
Vocabulary <i>(Tier 1)</i>							
Vocabulary <i>(Tier 2)</i>							
Vocabulary <i>(Tier 3)</i>							
	Writing skills			Reading skills			
Age related expectations	<b>ARE</b> <ul style="list-style-type: none"> <li>Write for a range of purposes and audiences based on personal experiences and high quality texts</li> <li>Use full stops and capital letters consistently</li> <li>Use sentences with different forms: statements</li> <li>Use noun phrases to describe and specify</li> <li>Use co-ordination (and/but/or/yet/so)</li> <li>Use sentences with different forms: questions</li> <li>Use question marks accurately</li> <li>Use a variety of simple pronouns (within IF criteria bullet point 1)</li> <li>Use the progressive form of verbs</li> <li>Use sentences with all different forms: commands</li> <li>Use subordination (when/if/that/because) to add extra information</li> <li>Use the present and past tenses correctly and consistently</li> <li>Use a variety of simple, compound and complex sentences (within IF criteria bullet point 5)</li> </ul>			Oral	Orally retell known stories, linked to the Y2 range Recite poems by heart, using intonation to make the meaning clear e.g. <i>The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes)</i> Read aloud books matched to Y2 phonic knowledge Check that the text makes sense to them as they read and correct inaccurate reading		
					Grammar	Discuss favourite words and phrases Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way. Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries	

<ul style="list-style-type: none"> <li>• Maintain stamina in longer pieces of writing (within IF criteria bullet point 1)</li> <li>• Use some features of standard written English (within IF criteria bullet points 1 and 4)</li> <li>• Evaluate their writing through discussion and make improvements to clarify the meaning and sense</li> <li>• Spell many / most of the Y2 common exception words and homophones</li> <li>• Spell many / most words with the range of Y2 phonemes mostly correctly</li> <li>• Add -er, -ed, -ing, -est to words where a change to the root word is needed</li> <li>• Add -ies to words to make plurals where a change to the root word is needed</li> <li>• Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing</li> <li>• Read their writing aloud with intonation to make the meaning clear</li> <li>• Use a dictionary</li> <li>• Use sentences with different forms: exclamations</li> </ul>	<p><b>Response</b></p> <p>Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently</p> <p>Express a single point of view about a text</p> <p>Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)</p> <p>Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again</p> <p>Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own</p>
	<p><b>Organisation &amp; research</b></p> <p>Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end</p> <p>Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions</p> <p>Use titles, headings, pictures and blurbs to locate relevant information</p> <p>Use scanning to locate a single piece of information, in response to questions from the teacher</p> <p>Recognise and understand the structure of the non-fiction texts used</p> <p>List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions</p>
	<p><b>Word reading</b></p> <p>Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. <u>too</u>, <u>chew</u>, <u>shoe</u>, <u>blue</u></p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words</p> <p>Read accurately words of two or more syllables</p> <p>Read words containing common suffixes e.g. -ment, -less, -ful, -ness</p> <p>Automatically read unfamiliar words accurately and without undue hesitation when reading aloud</p> <p>Read fluently and confidently in line with the Y2 range</p>
	<p><b>Range</b></p> <p>Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently</p>

<p><b>Greater Depth of Study</b></p>	<ul style="list-style-type: none"> <li>• Use commas in lists</li> <li>• Use exclamation marks as an indication to the reader</li> <li>• Use apostrophes for contractions</li> <li>• Use apostrophes for singular possession</li> <li>• Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations</li> <li>• Spell most of the Y2 common exception words and homophones</li> <li>• Spell most words with the range of Y2 phonemes mostly correctly</li> <li>• Use joined handwriting most of the time</li> <li>• Spell words with the suffixes -ment, -ness, -less, -ful, -ly</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Manipulate the language and grammar taught within Y2 in a range of <ul style="list-style-type: none"> <li>• independent writing, drawing on their own reading</li> <li>• Consistently use editing and revising strategies to improve the quality and <ul style="list-style-type: none"> <li>• accuracy of their writing</li> </ul> </li> <li>• Consistently use vocabulary from across the curriculum in their writing</li> </ul> </li> <li>• Consistently apply Y2 spelling expectations across their writing</li> </ul>		<ul style="list-style-type: none"> <li>• When reading aloud I can improve my meaning through my expression and intonation.</li> <li>• I can identify and comment on the main characters in stories and the way they relate to one another.</li> <li>• I can self-correct, look backwards and forwards in the text and search for meaning.</li> <li>• I can comment on the way the characters relate to one another</li> <li>• I can make inferences on the basis of what is said and done.</li> <li>• I can predict what might happen on the basis of what has been read so far.</li> <li>• I know how suspense and humour are built up in a story, including the development of the plot.</li> <li>• I can make links between the book they are reading and other books they have read.</li> <li>• I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.</li> <li>• I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.</li> </ul>
<p><b>Interim Framework</b></p>	<p><b>WTS (Working towards)</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• demarcate some sentences with capital letters and full stops</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• spell some common exception words</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> </ul>	<p><b>WA (Working at)</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</li> <li>• segment spoken words into phonemes</li> </ul>	<p><b>GD (Greater depth)</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• make simple additions, revisions and proof-reading corrections to their own writing</li> <li>• use the punctuation taught at key stage 1 mostly correctly</li> <li>• spell most common exception words</li> <li>• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful,–less, –ly)</li> <li>• use the diagonal and horizontal strokes</li> </ul>

	<ul style="list-style-type: none"><li>• use spacing between words.</li></ul>	<p>and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <ul style="list-style-type: none"><li>• spell many common exception words</li><li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>	<p>needed to join some letters.</p>
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