

Eltham C of E Primary School
Year 2 English Long Term Planning

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).



| Year group: 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|--|---|----------|---|--|
| Writing | | | | | | |
| Whole text | Tiger Skin Rug (India) No Dinner | The Emperor's Egg | Lila and the Secret of Rain (African stories) New: New: African Tails (African Animals) We're going on a Lion Hunt by David Axtell Meerkat Mail by Emily Gravett | | Traction Man (Adventure) | The Lighthouse Keeper's Lunch |
| Writing outcomes | <ul style="list-style-type: none"> • Narrative: 1st person retelling of story in role as tiger • Narrative: Alternative Traditional Tale • Non Chronological Report: Tiger | <ul style="list-style-type: none"> • Narrative: setting description-Antarctic • Literary Recount: diary in role as Daddy emperor penguin • Persuasion: travel brochure/leaflet | <ul style="list-style-type: none"> • Persuasion: Letter to the cloud • Information Report-African Safari guide • Personal Recount: trip to museum • Narrative: 3rd person retelling of 'Lila and the Secret of Rain' • Imaginative Recount: postcard home from London as Sunny the meerkat (changed in 2023) • Letters • Reporting news • Poetry: performance, nonsense, alphabet. | | <ul style="list-style-type: none"> • Non-Chronological Report- a toy through the ages. • Whole Narrative: Adventure/action story | <ul style="list-style-type: none"> • Instructions: Recipe • Literary Recount: Diary • Narrative: alternative ending |
| Composition | <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence <p>Grouping ideas so a narrative has a clear</p> | <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence <p>Extend the range of sentences using co-</p> | <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence <p>Grouping ideas so a narrative has a clear beginning, middle and ending.</p> <p>Extend the range of sentences using co-ordinating or sub-ordinating conjunctions. (E.g Lila was devastated because even her saddest story didn't make the sky cry)</p> | | <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence <p>Introducing paragraphs to organise ideas using</p> | <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence <p>Grouping ideas so a narrative has a clear</p> |

| | | | | | |
|--|--|--|--|--|-------------------------------|
| | beginning, middle and ending. Introducing paragraphs to organise ideas using headings and sub-headings. | ordinating or subordinating conjunctions. (E.g Incredibly, Antarctica is actually a desert because it has very little rainfall.) | | headings and sub-headings. Grouping ideas so a narrative has a clear beginning, middle and ending. | beginning, middle and ending. |
| <p>Punctuation Grammatical Terminology</p> <p><i>Words in bold are those that need to be taught and learnt.</i></p> | <p>Use capital letters for people, places, days of the week and for the personal pronoun 'I.'</p> <p>Use both familiar and new punctuation correctly including commas in a list to separate items.</p> <p>Joining words and joining clauses using 'and.'</p> <p>Use expanded noun phrases to describe and specify. (E.g The ferocious, unruly tiger climbed on the table.)</p> | <p>Use co-ordinating conjunctions or, and, or, but</p> <p>Use sub-ordinating conjunctions when, if, that, because.</p> <p>Recognize how grammatical patterns in a sentence indicate its function as a question.</p> <p>Recognize how grammatical patterns in a sentence indicate its function as a command.</p> <p>Use of -ly in Standard English to turn adjectives into adverbs.</p> | <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (E.g the girl's name.)</p> <p>Recognize how grammatical patterns in a sentence indicate its function as an exclamation.</p> <p>Recognize how grammatical patterns in a sentence indicate its function as a statement.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> | <p>Use the correct choice and consistent use of present and past tense throughout writing.</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding.</p> <p>Formation of adjectives using suffixes such as -ful and -less.</p> | Revision of SPAG for SATS |
| Evaluate and Edit | <p>.To make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - Evaluating their writing with the teacher and other pupils - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly and KS1 spellings and HFW] - Reading aloud what they have written with appropriate intonation to make the meaning clear. | | | | |
| Presentation/ Handwriting | <p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> | | | | |

| | |
|-----------------|---|
| Spelling | <p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> |
|-----------------|---|

| Reading | | | | | |
|---|--|----------|----------|----------|----------------------------|
| Carousel/Whole Class Guided Reading <i>The teaching of DERIC skills through the Whole texts/text extracts</i> | D: Decoding words E: Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts) R: Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries). I: Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence). C: Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made). | | | | |
| | Carousel | Carousel | Carousel | Carousel | Whole Class Guided Reading |
| National Curriculum statements. | <p>Decoding (word reading)</p> <p>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 by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes 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, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.</p> <p>Attitudes to reading</p> <p>Listen to listening to, discuss and express 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. Discuss the sequence of events in books and how items of information are related. (R) Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Be introduced to non-fiction books that are structured in different ways. Recognize simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. (E) Discuss their favourite words and phrases (C) Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understanding reading</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher. (R) Check that the text makes sense to them as they read and correcting inaccurate reading. (D) Make inferences on the basis of what is being said and done. (I) Answering and asking questions. (R) Predict what might happen on the basis of what has been read so far. (I) Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. (E)</p> | | | | |
| Spoken Language/ | Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Select and use appropriate register for effective communication. | | | | |

**Inc. Word aware
techniques**

Use spoken language to imagine and explore ideas.

Consider and evaluate different viewpoints.

Use spoken language to develop spoken language through speculation and exploring ideas.