



English Curriculum

Long Term Plan 2023-2024

Year 2

| Year 2 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History/Geography Question | What is cool about Stoke-on-Trent? (Geography) | What was it like when the Queen came to the throne in 1953? (History) | Where would you prefer to live: England or Australia? (Geography) | Why did the Titanic sink? (History) | How have inventions changed the world? (History) | Why do we love to be beside the seaside? (Geography) |
| Text/Book/Poem | Sound Collector - Roger McGough Katie in London | Life in the 1950s Queen Elizabeth - Little People, Big Dreams | Fact Files made from our online research about Kangaroos and Koalas Mrs Sprocket's Strange Machine- Michaela Morgan | Our own story Titanic Voyage | Monstersaurus | The Wolf's Story |
| Genres | Poetry Narrative | Fact files Diary | Letter Writing Fact Files Poetry | Narrative Personal recount | Narrative Instructions Personal recount | Narrative - Traditional tale Personal recount |
| Class read | Emily Brown and the Thing by Cressida Cowell The Giraffe and the Pelly and me by Roald Dahl | Flower by John Light The owl who was afraid of the dark by Jill Tomlinson | Dr Xargle's Book of Earthlets by Jeanne Willis The Hodgeheg by Dick King Smith | Meerkat Mail by Emily Gravett Willa and old miss Annie by Berlie Doherty | Not Now Bernard by David McKee Gorilla by Anthony Browne Tuesday by David Wiesner Who's afraid of the big bad book? by Lauren Child Amazing Grace by Mary Hoffman | Flat Stanley by Jeff Brown Frog and toad together by Arnold Label |
| Reading Skills | I can talk about and give an opinion on a range of texts | I can talk about and give an opinion on a range of texts. | I can talk about and give an opinion on a range of texts. | I can talk about and give an opinion on a range of texts. | I can talk about and give an opinion on a range of texts I can use prior knowledge and context and | I can talk about and give an opinion on a range of texts. I can use prior knowledge and |



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| | <p>I can talk about and give an opinion on a range of texts. I can retell orally some stories, including fairy stories and traditional tales.</p> <p>I know and recognise simple recurring literary language in stories and poetry.</p> <p>I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>I can talk about favourite words and phrases.</p> | <p>I can talk about and give an opinion on a range of texts</p> <p>I can retell orally some stories, including fairy stories and traditional tales</p> <p>I can discuss a sequence of events in books and how they are related to each other.</p> | <p>I can talk about and give an opinion on a range of texts</p> <p>I can use prior knowledge and context and vocabulary explored to understand texts.</p> <p>I can retell orally some stories, including fairy stories and traditional tales</p> <p>I know and recognise simple recurring literary language in stories and poetry</p> <p>I can talk about favourite words and phrases.</p> <p>I can answer and ask appropriate questions and make predictions on the basis of what has been read so far</p> <p>I can draw simple inferences from illustrations, events and characters' actions and speech</p> | <p>I can talk about and give an opinion on a range of texts</p> <p>I can retell orally some stories, including fairy stories and traditional tales</p> <p>I know and recognise simple recurring literary language in stories and poetry</p> <p>I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>I can talk about favourite words and phrases.</p> <p>I can answer and ask appropriate questions and make predictions on the basis of what has been read so far</p> <p>I can draw simple inferences from illustrations, events</p> | <p>vocabulary explored to understand texts</p> <p>I can answer and ask appropriate questions and make predictions on the basis of what has been read so far</p> <p>I can draw simple inferences from illustrations, events and characters' actions and speech</p> | <p>context and vocabulary explored to understand texts</p> |
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| Writing Composition | <p>I can write narratives about personal experiences and those of others, both real and fictional.</p> <p>I can write poetry.</p> <p>I can plan and discuss the content of writing.</p> <p>I can write ideas and or key words including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can re-read to check that my writing makes sense and that</p> | <p>I can write for different purposes.</p> <p>I can plan and discuss the content of writing.</p> <p>I can write ideas and or key words including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently.</p> | <p>I can write for different purposes.</p> <p>I can write poetry.</p> <p>I can plan and discuss the content of writing.</p> <p>I can write ideas and or key words including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p> | <p>I can write narratives about personal experiences and those of others, both real and fictional.</p> <p>I can write about real events.</p> <p>I can plan and discuss the content of writing.</p> <p>I can write ideas and or key words including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>I can re-read to check that my writing makes</p> | <p>I can write narratives about personal experiences and those of others, both real and fictional.</p> <p>I can write for different purposes.</p> <p>I can write about real events.</p> <p>I can plan and discuss the content of writing.</p> <p>I can write ideas and or key words including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> | <p>I can write narratives about personal experiences and those of others, both real and fictional.</p> <p>I can write about real events.</p> <p>I can plan and discuss the content of writing.</p> <p>I can write ideas and or key words including new vocabulary.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> |



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| | <p>verbs used to indicate time are used correctly and consistently.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p> | | <p>I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently.</p> | <p>sense and that verbs used to indicate time are used correctly and consistently.</p> | <p>I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently.</p> <p>I can use the suffix 'ly' to turn adjectives into adverbs.</p> | <p>I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently.</p> <p>I can form nouns using suffixes such as 'ness' and 'er.'</p> <p>I can form adjectives using suffixes such as 'ful' 'less' 'er' and 'est.'</p> |
| Sentence Structure | <p>I can use subordination and co-ordination (and, but, because, so, who)</p> <p>I can say how the grammatical patterns in a sentence indicate its function (Statements/Question sentences)</p> | <p>I can use subordination and co-ordination. (and, but, because, so, who, or, which)</p> <p>I can say how the grammatical patterns in a sentence indicate its function(Statements/Question/Exclamation sentences)</p> | <p>I can use subordination and co-ordination. (and, but, because, so, who, or, which)</p> <p>I can use expanded noun phrases</p> <p>I can say how the grammatical patterns in a sentence indicate its function (Statements/Question/Exclamation/Command sentences)</p> | <p>I can use subordination and co-ordination. (and, but, because, so, who, or, which, if)</p> <p>I can use expanded noun phrases</p> <p>I can say how the grammatical patterns in a sentence indicate its function (Statements/Question/Exclamation/Command sentences)</p> | <p>I can use subordination and co-ordination. (when, if, that, because, or, and, but)</p> <p>I can use expanded noun phrases</p> <p>I can say how the grammatical patterns in a sentence indicate its function (Statements/Question/Exclamation/Command sentences)</p> | <p>I can use subordination and co-ordination. (when, if, that, because, or, and, but)</p> <p>I can use expanded noun phrases</p> <p>I can say how the grammatical patterns in a sentence indicate its function (Statements/Question/Exclamation/Command sentences)</p> |
| Text Structure | <p>I consistently use the present tense</p> | <p>I consistently use the present tense and past tense correctly.</p> | <p>I consistently use the present tense and past tense correctly.</p> | <p>I consistently use the present tense and past tense correctly.</p> | <p>I consistently use the present tense and past tense correctly.</p> | <p>I consistently use the present tense and past tense correctly.</p> |



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| | and past tense correctly. | | | I can use the progressive forms of verbs in the present and past tense (is/are/was, were) | I can use the progressive forms of verbs in the present and past tense (is/are/was, were) | |
| Punctuation | <p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p> <p>I can use full stops at the end of a sentence.</p> <p>I correctly use question marks and exclamation marks.</p> <p>I can use commas to separate items in a list.</p> | <p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p> <p>I can use full stops at the end of a sentence.</p> <p>I correctly use question marks and exclamation marks.</p> <p>I can use commas to separate items in a list.</p> | <p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p> <p>I can use full stops at the end of a sentence.</p> <p>I correctly use question marks and exclamation marks.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> | <p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p> <p>I can use full stops at the end of a sentence.</p> <p>I correctly use question marks and exclamation marks.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> | <p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p> <p>I can use full stops at the end of a sentence.</p> <p>I correctly use question marks and exclamation marks.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> | <p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p> <p>I can use full stops at the end of a sentence.</p> <p>I correctly use question marks and exclamation marks.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</p> |

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| Spelling *Taught throughout the year including RWI Spelling* | - Spell by: <ul style="list-style-type: none"> - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones - Learning to spell common exception words - Distinguishing between homophones and near-homophones - Learning the possessive apostrophe (singular) - Learning to spell more words with contracted forms |
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| | <ul style="list-style-type: none">- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| Handwriting *Taught additionally but expected to be applied during lessons* | <ul style="list-style-type: none">- Form lower-case letters of the correct size relative to one another- 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- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.- Use spacing between words that reflects the size of the letters. |