








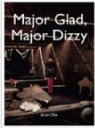






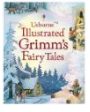



Astley St Stephens CE Primary School – English Long-Term Planning
Year 2



	Autumn 1			Autumn 2			Spring 1		
Pathway	Writing	Reading	Poetry	Writing	Reading	Poetry	Writing	Reading	Poetry
Book	 Troll Swap	 The Troll	 Zebra Question	 The Great Fire of London	 The Great Fire of London	 The Owl and the Pussycat	 The Dragon Machine	 The Dragonsitter	 From a Railway Carriage
Author	Leigh Hodgkinson	Julia Donaldson	Shel Silverstein	Emma Adams & James Weston Lewis	The Literacy Company	Edward Lear	Helen Ward	Josh Lacey	Robert Louis Stevenson
Genre	Fiction	Fiction	Riddles and List Poetry	Nonfiction	Nonfiction	Narrative Poetry	Fiction	Fiction	Rhyming Poem
Reading, Writing, Poetry & Grammar objectives	Create and describe characters. Create and describe settings. Sequence events with beginning, middle and end. Sequence sentences to form short narratives. Use expanded noun phrases to describe and specify. Use punctuation correctly – full stops, capital letters. Use subordination (because) and coordination (and).	Make inferences on the basis of what is being said and done. Discuss the sequence of events in books and how items of information are related.	Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.	Use specific vocabulary linked to the subject. Write clear and precise descriptions. Use present tense (past tense for historical facts). Use coordination (but, or). Add -ly to turn adjectives into adverbs. Use commas to separate items in a list.	Introduce non-fiction books that are structured in different ways. Answer and ask questions.	Experiment with words: e.g. alliteration, humour. Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.	Write sentences with different forms and correctly punctuated: statement, question, exclamation, command. Use subordination (apply because, introduce when). Write expanded noun phrases to describe and specify. Use present and past tenses correctly and consistently. Use punctuation correctly – full stops and capital letters. Add suffixes to verbs.	Answer and ask questions. Make inferences on the bases of what is being said and done. Introduce non-fiction books that are structured in different ways.	Experiment with words, e.g. alliteration, humour. Use structured language patterns, including simple repeating phrases.
Outcome	To write a story based on the text using own ideas for characters.	To make inferences and explore sequences of events.	To write a riddle and a list poem about themselves.	To write a fact sheet about London and the events of the fire.	To explore the structure of non-fiction texts.	To write the first two verses of a new poem.	To write a story based on the text – changing details using own ideas.	To make inferences, ask/answer questions, explore non-fiction texts.	To write a rhyming 'Bird's-Eye View'.

	Spring 2			Summer 1			Summer 2		
Pathway	Writing	Reading	Poetry	Writing	Reading	Poetry	Writing	Reading	Poetry
Book	 Major Glad, Major Dizzy	 Owen and the Soldier	 Night Sounds	 The Last Wolf	 Fantastic Mr Fox	 Father and I in the woods	 Grandad's Secret Giant	 Grimm's Fairy Tales	 Fox
Author	Jan Oke	Lisa Thompson	Berlie Doherty	Mini Grey	Roald Dahl	David McCord	David Litchfield	Jacob Grimm & Wilhelm Grimm	Kathy Henderson
Genre	Fiction	Fiction	Senses Poem	Fiction	Fiction	Shape Poems	Fiction	Fiction	Descriptive Poetry
Reading, Writing, Poetry & Grammar objectives	Use present and past tenses correctly and consistently Use the progressive form of verbs in the past and present tense Use subordination (apply because, when; introduce that) Use punctuation correctly - introduce apostrophe for the possessive (singular)	Make inferences on the basis of what is being said and done Discuss their favourite words and phrases	Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Include detail and description to inform the reader Use a range of sentence forms to address the reader Use punctuation correctly - apostrophes for contracted forms	Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related	Experiment with words e.g. alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations	Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that or because) and coordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g. -ment, -ful Use punctuation correctly - apostrophes for contracted forms	Discuss their favourite words and phrases Answer and ask questions	Experiment with words e.g. alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations
Outcome	To write a recount of historical events from the text from Major Glad's point of view	To make inferences and discuss preferences of words/phrases	To write a Night Sounds poem of their own	To write a letter in role persuading characters to save the trees	To make inferences and explore sequences of events	To make nature-themed shape poems to add to a display	To write their own version of the story with a focus of morals and acceptance of others	To ask and answer questions based on the text and discuss preferences of words/phrases	To write a descriptive wildlife poem