



Raeburn Primary School LONG TERM ENGLISH PLAN YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction/Non Fiction Text Focus	<ul style="list-style-type: none"> Little Red Hen Mr Wolf's pancakes Room on the Broom 	<ul style="list-style-type: none"> Follow the Swallow Poles Apart 	<ul style="list-style-type: none"> 1960s Non-fiction book The tiger who came to tea 	<ul style="list-style-type: none"> Tinga Tinga Tales Elmer 	<ul style="list-style-type: none"> Charlie and the Chocolate factory 	<ul style="list-style-type: none"> Bog Baby Superworm
Poetry Focus		Firework poem metaphors, similes and onomatopoeia	Food in the 1960s adjectives, similes and alliteration	Poem about African Animals	Chocolate poem	
Purpose for writing - Entertain - Inform	<p>Entertain</p> <ul style="list-style-type: none"> Character description focus- The little red hen Retell the story of the Little Red Hen To write own version of a traditional tale (Little red Hen and Mr Wolf's) <p>Inform</p> <ul style="list-style-type: none"> Factual sentences to compare Nursing in the past and present 	<p>Entertain</p> <ul style="list-style-type: none"> Expanded noun phrases to describe animals in Apollo the Swallow. Postcard to Chack the Blackbird <p>Inform</p> <ul style="list-style-type: none"> Non-fiction paragraph about Migration and squirrels preparing for winter Non-chronological report 	<p>Entertain</p> <ul style="list-style-type: none"> Write own version of the Tiger who came to tea <p>Inform</p> <ul style="list-style-type: none"> Non-chronological report about life in the 1960sd Beatles fact file Recount of the trip to the beatles story 	<p>Entertain</p> <ul style="list-style-type: none"> Description of the elephant at the start and end of the story Descriptive sentences about Tinga Tinga characters Retell a Tinga Tinga tale <p>Inform</p> <ul style="list-style-type: none"> Letter to persuade the zookeeper to let Elmer join the zoo Book review 	<p>Entertain</p> <ul style="list-style-type: none"> Character descriptions of the children from CATCF Description of Charlie's house Description of the chocolate room <p>Inform</p> <ul style="list-style-type: none"> Instructions for how to make a chocolate crispy cake Recount of the trip to Port Sunlight 	<p>Entertain</p> <ul style="list-style-type: none"> Character description about Superworm Description of Bluebell wood <p>Inform</p> <ul style="list-style-type: none"> Instructions about how to look after a Bog Baby Write a non-chronological report about what a bog Baby is. Write a book review about Superworm

	<ul style="list-style-type: none"> Letter to inform about the conditions in Scutari hospital in the past 					
National Curriculum Objectives	<p>Revision of Year 1 objectives Year 1</p> <p>write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher <p>Year 2</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) planning or saying out loud what they are going to write about Writing poetry 	<p>Year 2 <u>Writing Composition</u></p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 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 read aloud what they have written with appropriate intonation to make the meaning clear <p><u>Writing - vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 	<p>Year 2 <u>Writing Composition</u></p> <ul style="list-style-type: none"> writing for different purposes 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] read aloud what they have written with appropriate intonation to make the meaning clear read aloud what they have written with appropriate intonation to make the meaning clear <p><u>Writing - vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 			

	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • read aloud what they have written with appropriate intonation to make the meaning clear <p><u>Writing - vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Vocabulary	<i>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</i>		