



Town Lane Infant School

Long Term English Plan

Year 2

| Topic | Autumn 1 Here I Am | Autumn 2 Looking Back | Spring 1 The House that Jack Built | Spring 2 Great Fire of London t | Summer 1 Hot Hot Ho | Summer 2 The Great British Summertime |
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| Focus Texts | Health week Instructions - link to H&S Information texts- Recount Poetry - Michael Rosen Stories with familiar settings- Funny Bones (link to science) Six Dinner Sid | Letters/diaries– Life in the trenches Information Writing The Little Red Hen and the Great War Stubby – Michael Foreman | Jack and the Baked Beanstalk Persuasive writing – building proposal | Samuel Pepys – diary Poetry – Silly Stuff | Stories from different cultures-The Hunter Non-fiction- non-chronological report - elephants | Author studies- CS Lewis (adventure stories) Roald Dahl Non-chronological report - bees |

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| Read Aloud Curriculum | <i>Other Michael Rosen poems</i> <i>Other Funnybones stories</i> <i>Other Allan Ahlberg stories eg – Burglar Bill, Happy Family stories Please Mrs Butler</i> Growth Mindset <i>stories – eg The Dot, The Dandelion's Big Dream</i> Vocabulary – <i>The Word Collector</i> | <i>Where the Poppies Grow</i> <i>Remembering – The story of a soldier</i> <i>Major Glad, Major Dizzy</i> <i>From Me to You</i> <i>Walter Tull's Scrapbook – Michaela Morgan</i> <i>The Lion and the Unicorn – Shirley Hughes</i> <i>Christmas stories</i> | <i>Traditional tales/alternative versions</i> <i>Who's afraid of the quite nice wolf-Kitty Black</i> <i>Seriously Silly Stories</i> | <i>The Baker's Boy and the Great Fire of London</i> <i>Toby and the Great Fire of London</i> <i>Poetry eg Dr Seuss</i> | <i>Elephants in Danger</i> <i>Elephant story</i> <i>Elephants-Steve Bloom</i> <i>The World in Danger-Frankie Morland</i> <i>Mama Panya's Pancakes-Mary and Rich Chamberlain</i> <i>The Ugly Five – Julia Donaldson</i> | <i>George's Marvellous Medicine</i> <i>Choose from –</i> <i>The Magic Finger</i> <i>The Twits</i> <i>Fantastic Mr Fox</i> <i>The Bee Book Charlotte Milner</i> <i>Big Book of Bugs Yuval Zommer</i> <i>Bug Hotel Libby Walden</i> <i>Moth Isabel Thomas</i> |
| Ongoing Read Aloud - Reflecting Realities | <i>Is it a Mermaid? Candy Gourlay</i> <i>Harriet gets Carried Away – Jessie Sima</i> <i>My beautiful voice-Joseph Coelho and Alison Colpoys</i> <i>Ruby's Worry-Tom Percival</i> <i>The Proudest Blue-Ibtihaj Muhammed</i> <i>And Tango makes three-Justin Richardson</i> | | | | | |

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| | <i>The Boys/The girls-Lauren Ace, My must have Mum-Maudie Smith My 2 grannies-Floella Benjamin Eyes that kiss in the corners-Joanna Ho Julian is a Mermaid-Jessica Love Tibble and Grandpa-Wendy Meddour It's a no Money Day Kate Milner My Name is not refugee-Kate Milner</i> | | | | | |
| Written Outcome | Poetry Instructions Story Recount - journal | Letter Diary Character description Information text Recount - journal | Story Non-chronological report Recount - journal | Character description Story writing Diary writing Building proposal Recount - journal | Diary Poetry | Story Information text |
| Word focus (See RWI and NNS) | <i>Nouns, adjectives Introduce adverbs</i> | <i>Nouns, adjectives, adverbs</i> | <i>Conjunctions Nouns, adjectives, adverbs</i> | <i>Conjunctions Nouns, adjectives, adverbs</i> | <i>Conjunctions Nouns, adjectives, adverbs Add suffixes to spell longer words</i> | <i>Conjunctions Nouns, adjectives, adverbs Add suffixes to spell longer words</i> |
| Sentence Focus | <i>Use noun phrases to describe and specify Sentence type - commands</i> | <i>Expanded noun phrases to describe and specify Identify different sentences with different forms: statement, question,</i> | <i>Use subordination (using when, if, that, or because) Use the present and past tenses correctly and consistently</i> | <i>Use expanded noun phrases. Use the present and past tenses correctly and consistently</i> | <i>Use past and present tense. Expanded noun phrases Use different sentence forms</i> | <i>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Apply different sentence types</i> |

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| | | <p><i>exclamation, command.</i></p> <p><i>Learn to use co-ordination (using or, and, or but)</i></p> <p><i>Use the present and past tenses correctly and consistently</i></p> | <p><i>including the progressive form.</i></p> <p><i>Use expanded noun phrases to describe and specify</i></p> | <p><i>including the progressive form.</i></p> <p><i>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p> <p><i>Apply different sentence types</i></p> | <p><i>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p> | <p><i>Expanded noun phrases</i></p> |
| Text Focus | <p><i>Planning or saying out loud what they are going to write about</i></p> | <p><i>Plan by saying out loud what they are going to write about and making simple additions, revisions and corrections to their own writing.</i></p> | <p><i>Make simple additions, revisions and corrections to work</i></p> <p><i>Research skills, recording ideas/key words and new vocab.</i></p> | <p><i>Recognise simple recurring literary language in stories and poetry.</i></p> <p><i>Planning what they are going to write about</i></p> | <p><i>Writing for different purposes</i></p> <p><i>Write in the first person</i></p> <p><i>Plan by saying out loud what they are going to write about and making simple additions, revisions and corrections to their own writing.</i></p> <p><i>Learn to appreciate rhymes and poems and to recite some by heart.</i></p> | <p><i>Research skills, recording ideas/key words and new vocab.</i></p> <p><i>Planning own story</i></p> <p><i>Make simple additions, revisions and corrections</i></p> |

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| Punctuation Focus | <p><i>Introduce apostrophes for contractions</i></p> <p><i>Use both familiar and new punctuation correctly (full stops, capital letters, question marks)</i></p> | <p><i>Use both familiar and new punctuation correctly</i></p> <p><i>Introduce exclamation sentences</i></p> | <i>Use commas for listing things in sentences</i> | <p><i>Use apostrophes for contracted forms and the possessive (singular)</i></p> <p><i>Use both familiar and new punctuation correctly</i></p> | <i>Use both familiar and new punctuation correctly</i> | <i>Use both familiar and new punctuation correctly</i> |
| Speaking and Listening | <p><i>Listen to, discuss and express views about a wide range of contemporary poetry</i></p> <p><i>Performance poetry - gain, maintain and monitor the interest of the listener(s)</i></p> | <i>Participate in presentations, performances, role play and improvisations</i> | <p><i>Articulate and justify answers, arguments and opinions</i></p> <p><i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i></p> | <i>Participate in discussions, presentations and debates</i> | <i>Participate in presentations, performances, role play and improvisations</i> | <i>Speak audibly and fluently with an increasing command of Standard English</i> |
| Handwriting | Writing letters with flicks o, x, w, v, r | Arm join to small letters | Underarm join to small letters | Washing line join to tall letters | Arm join to 'sister' letters | Underarm join to a 'sister' letter |

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| | | Washing line join to small letters | Arm join to tall letters | Underarm join to tall letter | Washing line join to 'sister' letters | |
| Example vocabulary from key texts <i>(Teachers to choose words from books appropriate for own classes)</i> | Funnybones <i>cellar</i> | The Little Red Hen <i>companion foraging reluctantly scarce</i> Stubby <i>alarmed resist horizon</i> | Jack and the Baked Beanstalk <i>flyover curious bathed tendrils</i> <i>proposal</i> | Samuel Pepys (See history vocab) | The Hunter <i>mighty desperate mournful poachers</i> | The Lion, the Witch and the Wardrobe <i>disobey spiteful eternal enchantment</i> George's Marvellous Medicine Generate words to describe Grandma e.g. spiteful, selfish, grouchy |
| Cross Curricular links | Science – Bodies / All about me | History – WW1 | Geography – local area | History – The Great Fire of London | Science – Animal report | History – significant figures |