



English Long-Term Plan

Year 2	
Grammar & Punctuation	
Nouns & Adjectives	<ul style="list-style-type: none"> Proper nouns: Names of buildings Names of seas, oceans, rivers, organisations Expanded noun phrases (with description) <i>the blue butterfly, plain flour, the man in the moon</i> Common nouns with plurals ending in ~s and ~es)
Verbs	<ul style="list-style-type: none"> Progressive verb forms (~ing) Imperative verbs Auxiliary verbs and verb phrases (helper verbs) <i>I have finished the report.)</i> Future tense Adverbs of manner <i>quickly, slowly, loudly</i>
Sentence Type	<ul style="list-style-type: none"> Write exclamation sentences. <i>What big eyes you have!</i> It is alive! Write statements, and commands. Maintain correct subject/verb agreement when writing with singular and plural subjects. <i>The list of items is/are on the desk.</i> Use coordinating conjunctions to join 2 simple sentences to create a compound sentence (and, yet, but, so). <i>The dog barked at the bird and the bird tweeted back.</i>
Punctuation	<ul style="list-style-type: none"> Exclamation mark Join nouns and adjectives within a list using commas. Apostrophe for contractions <i>What's, she's, I'm</i>
Text	<ul style="list-style-type: none"> Choose the correct tense and to use it consistently throughout the text.

Year 2	
Writing	
Planning, drafting and editing	<ul style="list-style-type: none"> Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary e.g. mind-maps. Sequence what they want to say sentence by sentence. Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. Check for errors in spelling, grammar and punctuation with the help of an adult where necessary. Evaluate their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear.
Transcription	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begin to use the diagonal and horizontal strokes needed to join letters.
Spelling	<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /ŋ/ sound spelt n before k. Division of words into syllables -tch. The /v/ sound at the end of word Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word Words ending -y (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix -un Compound words Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Year 2	
Reading	
Phonics and Decoding	<ul style="list-style-type: none"> 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. Accurately read most words of two or more syllables. Read most words containing common suffixes.
Common Exception Words	<ul style="list-style-type: none"> Read Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</i>
Fluency	<ul style="list-style-type: none"> Decode words accurately, including multisyllabic words and words with common prefixes and suffixes. Read approximately 90 words per minute accurately from age-appropriate text. Begin to read with expression and intonation that reflect meaning and emotion of the text using appropriate stress, emphasis, and phrasing to convey the natural flow of language.
Narrative Technique	<p>Reading picture books and simple chapter books:</p> <ul style="list-style-type: none"> Introduce dialogue and narration as narrative devices used to convey information and advance the plot. Introduce the five-part narrative structure: the introduction, build up, problem, resolution and ending stories.
Explore and Debate	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Discuss the sequence of events in books and how items of information are related. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently).
Authorial Intent	<ul style="list-style-type: none"> Understand why authors choose to structure their stories using characters, setting, and plot.
Inference and Prediction	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done explaining their reasoning using evidence from the text or pictures. Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.
Poetry	<ul style="list-style-type: none"> Read poems with various themes such as nature, friendship, and emotions.
Non-Fiction	<ul style="list-style-type: none"> Identify features in nonfiction texts, such as headings, subheadings, bolded text, and bullet points.

Year 2	
Oracy	
Voice and Body Language	<ul style="list-style-type: none"> Speak clearly and confidently with appropriate volume and pace in a range of contexts. Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea. Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expression.
Vocabulary, Language and Rhetorical Techniques	<ul style="list-style-type: none"> Speaking in sentences using a variety of coordinating conjunctions to create compound sentences. Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom. Use sentence stems to signal when they are building or challenging others' ideas in group'.
Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning	<ul style="list-style-type: none"> Ask questions to find out more about a subject. Build on others' ideas in discussions. Make connections between what has been said and own and others' experiences.
Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness	<ul style="list-style-type: none"> Start to develop an awareness of the audience e.g. what might interest a certain group. Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them. Recite/deliver short pre-prepared material to a classroom audience.