

Grimsargh St Michael's C of E Primary School
Long Term Planning: English
Year 2

English Area of Study:	Teacher LS - Heroes and Heroines Bridging Unit Way Home for Wolf	
	Autumn 1	Autumn 2
Reading	<p><u>Writing their own Animal Adventure Story (part 1)</u></p> <ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of the text, linking meanings to known vocabulary. Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Make predictions on what has been read so far. Make contributions to whole class and group discussions. Listen and respond to contributions from others. <p><u>Reading and responding to non-fiction text</u></p> <ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Introduce and discuss words within the context of the text, linking meanings to known vocabulary. 	<p><u>Writing a page in a non-fiction book.</u></p> <ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of the text, linking meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Identify how specific information is organised within a nonfiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Participate in discussion about what is read to them, taking turns and listening to what others say. <p><u>Writing their own Animal Adventure Story (part 2)</u></p> <ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Identify, discuss and collect favourite words and phrases.

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		<ul style="list-style-type: none"> Introduce and discuss words within the context of the text, linking meanings to known vocabulary. Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
Writing	<p><u>Writing their own Animal Adventure Story (part 1)</u></p> <ul style="list-style-type: none"> Orally compose every sentence before writing. Write simple sentences that can be read by themselves and others. Re-read every sentence to check it makes sense. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Secure the use of full stops, capital letters, exclamation marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Use past tense for narrative Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation. <p>Writing opportunities when looking at <u>non-fiction texts</u></p> <ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Select, generate and effectively use adjectives. 	<p><u>Writing a page in a non-fiction book.</u></p> <ul style="list-style-type: none"> Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Secure the use of full stops, capital letters, exclamation marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Use past tense for narrative. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation. <p><u>Writing their own Animal Adventure Story (part 2)</u></p> <ul style="list-style-type: none">

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	<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). <i>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</i> <i>Orally rehearse each sentence prior to writing.</i> Make simple notes from non-fiction texts, e.g. highlighting and noting key words. <i>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</i> Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. 	
Punctuation and Grammar	<p><u>Grammar Warm ups for Writing their own Animal Adventure Story (part 1)</u></p> <ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Secure the use of full stops, capital letters, exclamation marks and question marks. <p><u>Grammar warm ups for Reading and responding to non-fiction books</u></p> <ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. (Y2) 	<p><u>Grammar warm ups for Reading and responding to non-fiction books</u></p> <ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. (Y2) <p><u>Grammar Warm ups for Writing their own Animal Adventure Story (part 2)</u></p> <ul style="list-style-type: none"> Add suffix to change the tense of a word -ed Use past tense for narratives
Spelling	<ul style="list-style-type: none"> The /or/ sound spelt a Soft c Adding the suffix -y (double the consonant) Adding the suffix -y (drop the e and add y) Adding the suffix -ly The /n/ sound spelt kn The /igh/ sound spelt y 	<ul style="list-style-type: none"> Adding the suffix -ing Adding the suffix -ing (2) The /j/ sound The /o/ sound spelt a Add the suffix -ed Add the suffix -ed (2) Add the suffix -ed (3)

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English Area of Study:	Teacher HC Our Changing World Explorers - Man on the Moon The Farm Shop - Mudpuddle Farm Mossop's Last Chance	
	Spring 1 <i>Stories by the same Author</i> Story based on a model <i>Non-Chronological reports</i> A class information book on the theme of explorers and exploring	Spring 2 <i>Stories with a familiar setting</i> Innovated narrative/part of with a farm setting <i>Persuasion</i> Persuasive leaflet or poster <i>Riddles</i> Own riddle based on a fruit or vegetable at the farm shop
Reading	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read further common exception words, noting tricky parts. • Use tone and intonation when reading aloud. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Identify, discuss and collect favourite words and phrases. • Make predictions based on what has been read so far. • Sequence and discuss the main events in stories. • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. • Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> • Make contributions in whole class and group discussion. 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less, -ly</i>. • Read frequently encountered words quickly and accurately without overt sounding and blending. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Identify, discuss and collect favourite words and phrases. • Demonstrate understanding of texts by asking who, what, where, when, why, how questions. • Make predictions based on what has been read so far. • Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.

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	<ul style="list-style-type: none"> • Read frequently encountered words quickly and accurately without overt sounding and blending. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction. • Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> • Identify how specific information is organised within a non-fiction text, e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. • Check that texts make sense while reading and self-correct. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Listen and respond to contributions from others. 	<ul style="list-style-type: none"> • Consider other points of view. • Read further common exception words, noting tricky parts. • Read words containing common suffixes e.g. <i>-ing, -ed, -er, -est, -y</i>. • Use tone and intonation when reading aloud. • Identify, discuss and collect favourite words and phrases. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. • Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. • Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Check that texts make sense while reading and self-correct. • Make personal reading choices and explain reasons for choices. • Listen to, discuss and express views about a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. • Listen and respond to contributions from others.
Writing	<ul style="list-style-type: none"> • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. • Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> • Use past tense for narratives, recounts and historical reports. • Plan and discuss what to write about, e.g. <i>story, collecting new vocabulary, key words and ideas</i>. • Orally rehearse each sentence prior to writing. 	<ul style="list-style-type: none"> • Use sentences with different forms: statement, question, command, exclamation. • Use past tense for narratives, recounts and historical reports. • Select, generate and effectively use adjectives. • Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. • Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. • Orally rehearse each sentence prior to writing.

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	<ul style="list-style-type: none"> • Develop a positive attitude to writing. • Write about fictional events. • Develop stamina for writing in order to write at length. • Proofread to check for errors in spelling, grammar and punctuation. • Read aloud their writing with intonation to make their meaning clear. • Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put on my coat because it was raining. Because it was raining, I put on my coat.</i> • Use present tense for non-chronological reports. • Use past tense for historical reports. • Plan and discuss what to write about e.g. <i>text mapping, collecting new vocabulary, key words and ideas.</i> • Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform.</i> • Write about real events. • Make simple notes from non-fiction texts, e.g. highlighting and noting key words. • Edit and improve their own writing in relation to audience and purpose. 	<ul style="list-style-type: none"> • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Write about fictional events. • Evaluate their writing with adults and peers. • Proofread to check for errors in spelling, grammar and punctuation. • Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop.</i> • Use sentences with different forms: statement, question, command, exclamation. • Use commas to separate items in a list. • Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. • Use present tense for persuasive adverts. • Select, generate and effectively use adjectives. • Use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. faster, fastest, smaller, smallest. • Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • Use specific text type features to write for a range of audiences and purposes, e.g. <i>to persuade.</i> • Edit and improve their own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. • Read aloud their writing with intonation to make the meaning clear. • Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> • Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i>
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		<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Proofread to check for errors in spelling, grammar and punctuation.
Punctuation and Grammar	<ul style="list-style-type: none"> Focus on using subordination for time using <i>when</i>, <i>before</i> and <i>after</i>. E.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, and <i>I'll</i>. Subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put on my coat because it was raining. Because it was raining, I put on my coat.</i> Focus on identifying past and present tense. (Note: use present tense for non-chronological reports and past tense for historical reports). 	<ul style="list-style-type: none"> Focus on adding suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful</i>, <i>careful</i>, <i>careless</i>, <i>hopeless</i>. Use sentences with different forms: statement, question, command, exclamation Use the present tense for persuasive adverts. Progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) to mark actions in progress. Use the suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. <i>faster</i>, <i>fastest</i>, <i>smaller</i>, <i>smallest</i>. Commas to separate items in a list. Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Subordination for time using <i>when</i>, <i>before</i> and <i>after</i> and reason using <i>because</i> and <i>if</i>
Spelling	<ul style="list-style-type: none"> Identify Y2 CEW within the text. <p>Any focus spellings from relevant unit in RW1 -</p> <ul style="list-style-type: none"> Adding the suffix <i>-ing</i> Adding the suffix <i>-ing</i> (2) The /j/ sound The /o/ sound spelt a after w and qu. Add the suffix <i>-ed</i> 	<ul style="list-style-type: none"> Identify Y2 CEW within the text. <p>RW1 -</p> <ul style="list-style-type: none"> Year 2A Unit 4 Adding the suffix -y (2) (<i>to words ending in e</i>). Year 2A Unit 9 Adding the suffix -ing (2) (<i>to words ending in e or ie</i>). Year 2A Unit 14 Adding the suffix -ed (3) (<i>dropping e to add -ed, and revision of doubling final consonant and swapping y for i</i>).

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		<ul style="list-style-type: none">• Year 2B Unit 2 Adding the suffixes –er or –est (1) (words where no change is needed; words ending in e).
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English Area of Study:	Unscrew the Lid...Release the Potential	
	<p style="text-align: center;"><u>Summer 1</u> <i>Animal Adventure stories</i> Write an animal adventure story or a new chapter to the Wind in the Willows. <i>Recount: letters</i> Recount, written in role as a character from the story, as a letter <i>Classic Poems</i> Write a poem or verse based on a classic poem, which has been learnt by heart.</p>	<p style="text-align: center;"><u>Summer 2</u> <i>Story as a theme</i> A written narrative based on a film/picture book with a seaside setting. <i>Poems on a theme</i> A seaside poem <i>Explanations</i> An explanation text linked to a process that happens at the seaside.</p>
Reading	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. • Read longer and less familiar texts independently. • Check that texts make sense while reading and self-correct. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including stories. • Sequence and discuss the main events in stories. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. • Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because ...</i> 	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts. • Reread books to build up fluency and confidence in word reading. • Read longer and less familiar texts independently. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Sequence and discuss the main events in stories. • Orally retell a wider range of stories, fairy tales and traditional tales. • Recognise the use of repetitive language within a text (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. • Make predictions based on what has been read so far. • Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>

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	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently. • Sequence and discuss the main events in stories and recounts. • Read longer and less familiar texts independently. • Check that texts make sense while reading and self-correct. • Read a range of non-fiction texts which are structured in different ways, including recounts. • Identify how specific information is organised within a non-fiction text. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. • Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because ...</i> • Consider other points of view. • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read frequently encountered words quickly without overt sounding and blending. • Use tone and intonation when reading aloud. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including classic poetry. 	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including contemporary and classic poetry. • Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. • Use tone and intonation when reading aloud. • Learn and recite a range of poems using appropriate intonation. • Identify, discuss and collect favourite words and phrases. • Recognise the use of repetitive language within a poem. • Make personal reading choices and explain reasons for choices. • Make contributions in whole class and group discussion. • Listen and respond to contributions from others. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. • Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread books to build up fluency and confidence in word reading. • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including non-fiction. • Read a range of non-fiction texts which are structured in different ways, including explanations. • Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, bullet points, glossary, diagrams</i>.
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	<ul style="list-style-type: none"> Learn and recite a range of poems using appropriate intonation. Recognise use of repetitive language within a text or poem. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Make contributions in whole class and group discussion. Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. 	<ul style="list-style-type: none"> Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Check that texts make sense while reading and self-correct. Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.
Writing	<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. Select, generate and effectively use nouns. Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. Use subordination for time using <i>when, before</i> and <i>after</i>. Use subordination for reason using <i>because</i> and <i>if</i>. Use past tense for narratives, recounts and historical reports. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. Write about real and fictional events. Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Use commas to separate items in a list. Select, generate and effectively use adjectives. Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>. 	<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. Select, generate and effectively use nouns. Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. Use subordination for time using <i>when, before</i> and <i>after</i>. Use subordination for reason using <i>because</i> and <i>if</i>. Use past tense for narratives, recounts and historical reports. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. Write about real and fictional events. Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Use commas to separate items in a list. Select, generate and effectively use adjectives. Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>.

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Long Term Planning: English

Year 2

	<ul style="list-style-type: none"> • Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. • Use specific text type features to write for a range of audiences and purposes. • Write simple poems based on models. • Read aloud their writing with intonation to make the meaning clear. • Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i>. • Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> • Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> • Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> • Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas. • Use specific text type features to write for a range of audiences and purposes e.g. to explain. • Edit and improve own writing in relation to audience and purpose. • Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • Use specific text type features to write for a range of audiences and purposes. • Write simple poems based on models. • Read aloud their writing with intonation to make the meaning clear. • Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i>. • Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> • Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> • Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> • Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas. • Proofread to check for errors in spelling, grammar and punctuation.
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Grimsargh St Michael's C of E Primary School
Long Term Planning: English
Year 2

Punctuation and Grammar	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i>. • Use apostrophes for singular possession in nouns. • Select, generate and effectively use nouns. • Add suffixes <i>-ness</i> and <i>-er</i> to create nouns. • Use commas to separate items in a list. 	<ul style="list-style-type: none"> • Use subordination for reason using <i>because</i> and <i>if</i>. • Use past tense for narratives, recounts and historical reports. • Use the subordinating conjunction <i>that</i> in a sentence.
Spelling	<p>Identify Y2 CEW/Red words within the text. RWI - Year 2A Unit 5, -ly Adding the suffix -ly <i>(to words to make adverbs).</i> Year 2B Unit 6, -ness (1) Adding the suffix -ness (1) <i>(adding to a root word with no change to the root word).</i> Year 2B Unit 7, -ness (2) Adding the suffix -ness (2) <i>(swapping y to i).</i> Year 2B Unit 11, -ful Adding the suffix -ful Year 2B Unit 12, -less Adding the suffix -less. Year 2B Unit 13, -ment Adding the suffix -ment.</p>	<p>Identify Y2 CEW/Red words within the text. RWI - Year 2B Unit 2 Adding the suffixes -er or -est (1) <i>(words where no change is needed; words ending in e).</i> Recap of any spellings unsure of. Secure CEW/Red word spellings.</p>