



Dean Bank Primary School Long-term English Planning - Year 2



Autumn Term

Class Text	Beegu	The Enormous Turnip	The Tunnel		Zoo	
GENRE DURATION	Recounts (2 weeks)	Narrative (Retelling) (2 weeks)	Diaries (2 weeks)	Narrative (Mystery Stories) (2 weeks)	Fact Files (2 weeks)	Narrative (Own version) (2 weeks)
POSSIBLE TEXTS AND TOPICS	Class Text Recount example	Class Text	Class Text Diary examples	Class Text	Class Text Fact file examples	Class Text
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> joining words and joining clauses using and punctuate sentences using a capital letter and a full stop use capital letters for names of people, places, days of the week and / <p>Spelling:</p> <ul style="list-style-type: none"> Phase 5 GPCs including polysyllabic words. Homophones Strategies to support spelling 	<ul style="list-style-type: none"> Using adjectives to describe nouns Using exclamation marks and question marks Adding suffixes to root words <p>Spelling:</p> <ul style="list-style-type: none"> Phase 5 GPCs. Common exception words. Strategies to support spelling. 	<ul style="list-style-type: none"> Using the present and past tense correctly including the progressive form Using coordinating conjunctions Understand and use the terms noun, adjective and verb <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. High frequency words. Homophones /ai/ spelt 'i' in common exception words. 	<ul style="list-style-type: none"> Using expanded noun phrases to describe and specify Using the present and past tense correctly including the progressive form Adding suffixes to root words <p>Spelling:</p> <ul style="list-style-type: none"> Revision of Phase 5 GPCs Strategies to support spelling Common exception and high frequency words. Homophones 	<ul style="list-style-type: none"> Using commas for lists Spelling and using compound nouns Identifying different types of sentences <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling /j/ sound spelt 'dge' and 'ge' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn'. Homophones 	<ul style="list-style-type: none"> Using expanded noun phrases to describe and specify Using coordinating conjunctions Using subordinating conjunctions <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling /ai/ sound spelt 'y' Contractions /l/ sound spelt -le
OUTCOMES:	To produce a recount of the holidays and based on the class text	To produce a retelling of the class text	To create a diary based on the class text	To produce a mystery story with a clear beginning, middle and end.	To produce an informative fact file	Create a narrative based on the class text

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Spring Term

Class Text	The Day the Crayons Quit	The true story of the three little pigs		Lila and the Secret of Rain		
GENRE DURATION	Letters (2 weeks)	Narrative (Fairy tales) (2 weeks)	Non-chronological report (2 weeks)	Narrative (2 weeks)	Narrative (Personal) (2 weeks)	Instructions (2 weeks)
POSSIBLE TEXTS AND TOPICS	Class text Examples of letters	Class text	Class text Examples of non- chronological reports.	Class text	Class text	Class text
VOCABULARY , GRAMMAR, PUNCTUATIO N AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> Identifying different types of sentences Using subordinating conjunctions Using the present and past tense correctly including the progressive form <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. Adding 'ing', 'ed', 'er', 'est' to words ending in 'e'. Adding 'y' to words ending in 'e'. · /i/ sound spelt 'ey' · 	<ul style="list-style-type: none"> Identifying and use adverbs to describe verbs Using expanded noun phrases to describe and specify Apostrophes for contractions <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. Homophones /r/ sound spelt 'wr'. 	<ul style="list-style-type: none"> I can use commas in lists. I can use and spell compound nouns. <p>Spelling:</p> <ul style="list-style-type: none"> Adding 'ing', 'ed', 'er', 'est' and 'y' to word of one syllable ending in a single consonant after a single vowel. Common exception word 	<ul style="list-style-type: none"> Identifying and use different conjunctions Using adverbs and adjectives I can add suffixes to root words. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. /or/ sound spelt 'a' after 'w' and 'qu'. /z/ sound spelt 's'. Homophones 	<ul style="list-style-type: none"> Using apostrophes for possession. Using capital letters for proper nouns Using expanded noun phrases to describe and specify <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. Adding 'es' to nouns and verbs ending in 'y' Apostrophes for possession 	<ul style="list-style-type: none"> Identifying different types of sentences Using adverbs and adjectives <p>Spelling:</p> <ul style="list-style-type: none"> Apostrophes for possession Common exception works
OUTCOMES:	To produce an exciting letter replying to the crayons that quit	To produce a creative version of a fairy tale	To produce an informative non-chronological report about a fairy tale character	Create a narrative with clear structure based on text	To produce a personal narrative with a clear beginning, middle and end	To create a clear set of instructions

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Summer Term

Class Text	Flat Stanley			The Owl Who was Afraid of the Dark	
GENRE DURATION	Newspaper (2 weeks)	Letter (2 weeks)	Narrative (2 weeks)	Narrative (2 weeks)	Acrostic Poems (2 weeks)
POSSIBLE TEXTS AND TOPICS	Class text Examples of newspaper reports	Class text Examples of letters	Class text	Class text	Class text Examples of poetry
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> Using apostrophes for contraction. Punctuating sentences accurately. Identifying different types of sentences. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies for learning words this half term. Adding suffixes 'ful', 'less' and '-ly'. Contractions. Words ending '-tion'. Dictionary skills. 	<ul style="list-style-type: none"> Identifying and using adverbs to describe verbs. Commas in lists. Apostrophes for possession <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support writing. Strategies for learning words. The /l/ or /el/ sound spelt 'el' at the end of words. Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'. 	<ul style="list-style-type: none"> Using coordinating and subordinating conjunctions to join clauses. Adding suffixes to root words. Using expanded noun phrases to describe and specify. <p>Spelling:</p> <ul style="list-style-type: none"> The /ɔ:/sound spelt 'a' before 'l' and 'll'. The /ɔ:/ sound spelt 'ar' after 'w'. Suffixes '-ment' and '-ness'. Common exception words. 	<ul style="list-style-type: none"> Identifying and using apostrophes for different purposes Recap any key objectives <p>Spelling:</p> <ul style="list-style-type: none"> The /ɜ:/ sound spelt 'or' after 'w'. The possessive apostrophe (singular nouns). The /l/ or /əl/ sound spelt '-al' at the end of words. Common exception words. 	<ul style="list-style-type: none"> Using expanded noun phrases to describe and specify. Commas in lists. <p>Spelling:</p> <ul style="list-style-type: none"> Homophones. /ʌ/ sound spelt 'o'. /l/ or /əl/ sounds spelt 'il' at the end of words. Revise Spellings and concepts that pupils need to secure from the Year 2 programme.
OUTCOMES:	To produce an informative newspaper report about the class text.	To create a letter from Flat Stanley about his journey	To produce a creative narrative with a clear beginning, middle and end.	To produce a creative narrative with a clear beginning, middle and end.	To produce a descriptive poem