



English Long Term Plan

Year 2



Year 2 English Long Term Plan

The following document is the long term plan for Year 2 English. This specifically covers those objects which are taught within the English Lessons. It should be noted that the following objectives have their own dedicated teaching time as outlined in the Year 2 Medium Term Planning but should be reinforced at every possible opportunity when teaching English.

Handwriting: Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Spelling (see English Appendix 1) Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Reading Objectives for each unit should be taught within the English Lessons through the T4W process in addition to Whole Class Reading and RWI Phonics Lessons.

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Year 2 Narrative Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Show some awareness that writers have viewpoints e.g. <i>"She thinks it's not fair."</i> • Identify similarities and differences between fiction and non-fiction e.g. <i>similarities in plot, characters</i> • Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked. • Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events. • Identify common themes in traditional tales. • Make links between the book they are reading and other books they have read. 	<ul style="list-style-type: none"> ■ Express personal responses, including likes and dislikes with reasons, e.g. <i>"She was just horrible like my Gran is sometimes."</i> ■ Use evidence including quotations from or references to text e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment.</i> ■ Recall straightforward information e.g. <i>names of characters.</i> ■ Be able to answer and ask questions by locating information in texts e.g. <i>about characters.</i> ■ Discuss sequence of events in stories ■ Identify some familiar patterns of language e.g. <i>first, next.</i> ■ Work out meanings of some new vocabulary from context and knowledge of e.g. <i>prefixes (happy/unhappy)</i> ■ Recognise recurring literary language e.g. <i>long ago.</i> ■ Make plausible predictions based on reading of text e.g. <i>"He's going to run away,"</i> or <i>"I think it will tell us how the fire started."</i> • Learn about characters and make inferences by looking at what they say and do. 	<ul style="list-style-type: none"> • Comment on language choices e.g. <i>"slinky" is a good word for a cat.</i> • Recognise patterns of literary language e.g. <i>once upon a time, first, next, last.</i> • Work out meanings of new vocabulary from context e.g. <i>squashed and squeezed</i> and knowledge of e.g. <i>prefixes, unhappy</i> • Track a character through a story and see how they change. • Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how characters are feeling.
Year 2 Narrative Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>The scorpion jumped on the frog's back because he could not swim...</i> • Vary sentences using co-ordination (<i>and, but, so, then</i>). For example simple use of co-ordination and repetition e.g. <i>Paddington reached under his hat but they had all disappeared...</i> • Use different types of sentences e.g. statement, command, question, exclamation e.g. 	<ul style="list-style-type: none"> • Consistent use of tenses, present and past e.g. <i>Paddington went to the local zoo. There was a frog who lived by a grassy riverbank.</i> • Pupils' writing shows language and structural features of narrative e.g. <i>typical settings, character and events.</i> • Pupils' writing shows an awareness of purpose, form and audience of the narrative. 	<ul style="list-style-type: none"> • Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e.g. <i>The dragon thundered furiously down the path.</i> • Use new vocabulary and patterned phrases from their reading. • Take an interest in, enjoy and explore new vocabulary in order to support their writing.

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	<p>Statements used to move the story forward. Paddington sat down in disappointment Commands e.g. On you get (polite request) Give that back (authoritative command) ... Let's try and help (suggestion). On your marks, get set, go (order) Exclamation e.g. What a disaster it was! Question e.g. Where had they gone?</p> <ul style="list-style-type: none"> • Use apostrophes for contraction. • Apostrophes – some use of possession e.g. dragon's cave, Elephant's trunk • Capital letters, full stops, question marks and exclamation marks usually used accurately. • Use commas to separate items in a list e.g. He wanted to see the colourful parrot, fierce tiger, great, big elephant and the golden lkon. 	<ul style="list-style-type: none"> • Basic sequencing of ideas e.g. <i>time related words or phrases</i> e.g. Next he went to see the... • Opening / closing signalled e.g. <i>.beginning, middle and end</i> e.g. Once upon a time,.... they all lived happily ever after • Related points next to each other. • Narrative includes setting, character and plot. 	<ul style="list-style-type: none"> • Use expanded noun phrases to describe/specify e.g. The green dragon.... The biggest midnight feast in their life.... • Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. The dragon was flying towards the castle but the net stopped it.
<p>Writing Composition</p>	<p>Develop positive attitudes towards and stamina for writing Consider what they are going to write before beginning by: 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 Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils 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 Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		

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Genre - Recounts
<p>Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.</p>
<p>Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain</p>

Generic structure	Language features	Knowledge for the writer
<p>Structure often includes:</p> <ul style="list-style-type: none"> ▪ orientation such as scene-setting or establishing context (It was 1914. I looked over the top of the trench ...); ▪ an account of the events that took place, often in chronological order (The day started with the Morning Hate...); ▪ Some additional detail about each event (It was freezing and wet.); ▪ Reorientation, e.g. a closing statement that may include elaboration. (I hope we survive another night.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>	<ul style="list-style-type: none"> ▪ Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the trench and I suddenly hear artillery fire!). ▪ Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). ▪ The subject of a recount tends to focus on individual or group participants (third person: they all shouted, everyone was struggling). ▪ Personal recounts are common (first person: I was thinking about my family). 	<ul style="list-style-type: none"> ▪ Plan how you will organise the way you retell the events. You could use a timeline to help you plan. ▪ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. ▪ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think the cold nights in the trench were the hardest). ▪ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? ▪ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

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Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> 📖 Recognise the main purpose of text 📖 Show some awareness that writers have viewpoints e.g. <i>He thinks the nights are hard</i> 📖 Identify similarities and differences between stories and recounts 	<ul style="list-style-type: none"> 📖 Use personal experience to connect with texts e.g. <i>a response based on what they personally would be feeling</i> 📖 Use evidence including quotations from or references to text 📖 Recall straightforward information e.g. <i>names, key events</i> 📖 Be able to answer and ask questions by locating information in texts 📖 Discuss sequence of events in recounts 📖 Identify some familiar patterns of language e.g. <i>first, next</i> <p>Discuss and clarify the meanings of words, linking new meaning to know vocabulary</p>	<ul style="list-style-type: none"> 📖 Comment on language choices 📖 Recognise patterns of literary language e.g. <i>first, next, last.</i> <p>Discuss favourite words and phrases</p>
Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Vary and extend sentences using co-ordination (<i>and, but, or</i>) e.g. <i>We were safer in the trench but the water was building up...</i> 	<ul style="list-style-type: none"> • Consistent use of past tense. • Pupils' writing shows language and structural features of recounts e.g. time order, possibly based on first-hand 	<ul style="list-style-type: none"> • Use technical vocabulary related to the context of the recount • Use expanded noun phrases to describe and specify e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, <i>loud gunfire, flooded trench,</i>

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	<ul style="list-style-type: none"> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>When the artillery fire rang out we heard the call to arms...</i> • Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts e.g. <i>World War 1</i> • Use different types of sentences e.g. exclamation "<i>How I wished I could see my family !</i>" • Use apostrophes to show contraction and possession • Features of written Standard English evident in writing e.g. <i>We saw the enemy in the distnace</i>, rather than We seen the enemy 	<p>experience, opinions and detail to interest reader.</p> <ul style="list-style-type: none"> • Basic sequencing of ideas e.g. <i>time related words or phrases</i>. Collect a wider range of words and phrases to support chronology e.g. <i>next, when, after, before, finally, at the end of the day</i> • Opening / closing signalled related to timeline of events. • Related points next to each other. 	<ul style="list-style-type: none"> • Explore and collect commonly used pronouns e.g. <i>I, we, our</i> • Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g <i>It was another desperate day, I was shivering with cold...</i>
<p>Writing Composition</p>	<p>Develop positive attitudes towards and stamina for writing</p> <p>Consider what they are going to write before beginning by: 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</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils 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 Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		

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Genre - Persuasion
<p>Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.</p>
<p>Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.</p>

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ An opening statement (thesis) that sums up the viewpoint being presented. (I am writing to tell you all the fantastic reasons why I should be on the nice list.) ▪ Strategically organised information presents and then elaborates on the desired viewpoint. (You should put me on the nice list because I am always kind, hep others and make good choices.) ▪ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear 	<ul style="list-style-type: none"> ▪ Written in simple present tense. ▪ Often refers to generic rather than specific participants (Being helpful is really important...). ▪ Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). ▪ Tends to move from general to specific when key points are being presented. (I am very helpful. I tidy my room, wash the dishes and help out with my baby brother.) ▪ Use of rhetorical questions. (Do you want to know more? So what do you have to do to?) 	<ul style="list-style-type: none"> ▪ Decide on the viewpoint you want to present and carefully select the information that supports it. ▪ Organise the main points to be made in the best order and decide which persuasive information you will add to support each. ▪ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. ▪ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. ▪ Try to appear reasonable and use facts rather than emotive comments. ▪ Choose strong, positive words and phrases and avoid sounding negative. ▪ Use short sentences for emphasis. ▪ Use techniques to get the reader on your side: <ul style="list-style-type: none"> address them directly (Let me tell you all the reasons why I must be on the nice list.); adopt a friendly and informal tone; use memorable or alliterative slogans (Fabulous friend, Super sister, brilliant brother);

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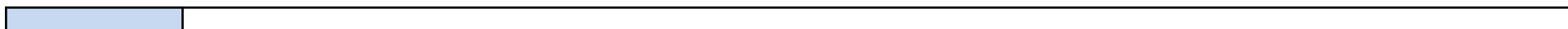
<p>that ... I am sure that you would agree.)</p>	<ul style="list-style-type: none"> Text is often combined with other media to emotively enhance an aspect of the argument. 	<p>use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to.)</p> <ul style="list-style-type: none"> Re-read the text as if you have no opinion and decide if you would be persuaded. Remember that you can use persuasive writing within other text types.
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Year 2 Persuasive Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Recognise the main purpose of a text as persuasive Show some awareness that writers have viewpoints Identify similarities and differences between different types of persuasive texts e.g. adverts, posters, letters. 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes with reasons Use evidence including quotations from or references to text Recall straightforward information Be able to answer and ask questions by locating information in persuasive texts. Understand how persuasive texts can be structured in different ways e.g. <i>this part tells about different things that I have done</i> 	<ul style="list-style-type: none"> Comment on language choices e.g. exaggerated words, use of strong adjectives and verbs Work out meanings of new vocabulary from context
Year 2 Persuasive Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>Put me on the nice list because... , I am helpful because I tidy my</i> 	<ul style="list-style-type: none"> Consistent use of tenses, present and past 	<ul style="list-style-type: none"> Use persuasive vocabulary, e.g. <i>strong, positive words and phrases</i>

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	<p><i>room everyday.... If someone is sad I will cheer them up...</i></p> <ul style="list-style-type: none"> Vary sentences using co-ordination (<i>and, but, or</i>) e.g. <i>If you want to save the cheetah you could raise money or adopt an animal at the zoo.</i> Use different types of sentences e.g. statement, question, exclamation. For example, <ul style="list-style-type: none"> Statements provide information e.g. <i>I really want to be on the nice list.</i> Questions directly address the reader e.g. <i>Do you think I should be on the nice list?</i> Exclamations provide a strong personal comment e.g. <i>What a fantastic Christmas it would be!</i> A command e.g. <i>Put me on there now.</i> Use commas to separate items in a list e.g. list persuasive arguments, e.g. <i>I think I should be on the nice list because I am kind, helpful and a good friend to others.</i> 	<ul style="list-style-type: none"> Pupils' writing shows structural features of persuasive text – e.g. <i>opening statement that presents the persuasive point of view, for example, <i>I am writing to tell you why you must put me on the nice list.</i></i> Followed by persuasive information presented in the best order Pupils' writing shows an awareness of purpose and audience. Basic sequencing of ideas e.g. <i>line-breaks, and headings.</i> Opening / closing signalled e.g. <i>Introduction/development/ conclusion</i> Related points next to each other. 	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading and research Use expanded noun phrases to describe and specify e.g. <i>Put me on the nice list because I am a fabulous friend, a brilliant big brother and a helpful person.</i>
<p>Writing Composition</p>	<p>Develop positive attitudes towards and stamina for writing</p> <p>Consider what they are going to write before beginning by: 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</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils 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 Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		

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Genre – Non-Chronological Report
<p>Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement.</p>
<p>Purpose: To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.</p>

Generic structure	Language features	Knowledge for the writer
<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> ▪ an opening statement, often a general classification (Sparrows are birds); ▪ sometimes followed by a more detailed or technical classification (Their Latin name is...); ▪ a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: 	<ul style="list-style-type: none"> ▪ Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) ▪ Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) ▪ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) 	<ul style="list-style-type: none"> ▪ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. ▪ Gather information from a wide range of sources and collect it under the headings you've planned. ▪ Consider using a question in the title to interest your reader (Vitamins – why are they so important?). ▪ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their

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<p>its qualities (Like most birds, sparrows have feathers.);</p> <p>its parts and their functions (The beak is small and strong so that it can ...);</p> <p>its habits/behaviour/ uses (Sparrows nest in ...).</p>	<ul style="list-style-type: none"> ▪ Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). ▪ Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.) ▪ Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. 	<p>interest. Use the opening to make very clear what you are writing about.</p> <ul style="list-style-type: none"> ▪ Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information. ▪ Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog). ▪ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. ▪ Use other text-types within your report if they will make it more effective for your purpose and audience.
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Year 2 Non Chronological Reports	Themes and Conventions	Comprehension and Inference	Language for Effect
<p>Reading</p>	<ul style="list-style-type: none"> • Recognise the main purpose of text e.g. "It tells you how to ..."; "It tells you what you will see in London". • Identify similarities and differences within non-fiction e.g. <i>"This book tells you about London but this one tells you about Paris. This one has lots of little pictures but this one has more writing."</i> 	<p>Recall straightforward information e.g. important facts.</p> <ul style="list-style-type: none"> • Be able to answer and ask questions by locating information in texts. • Simple, most obvious points identified e.g. about information from different places in the text. • Understand that non-fiction texts are structured in different ways e.g. this part tells about Buckingham Palace • Work out meanings of some new vocabulary from context and knowledge. 	<ul style="list-style-type: none"> • Work out meanings of new vocabulary from context e.g. <i>rotation and attractions</i> and knowledge of e.g. <i>prefixes, word families</i>

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		Make plausible inferences based on a single point of reference in the text e.g. give reasons for why things happen e.g. <i>the flag is flying because the Queen is at home</i>	
Year 2 Non chronological I Report Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Vary sentences using subordination (<i>when, if, that, because</i>) e.g. London is popular because of the many famous landmarks that can be found there. Vary sentences using co-ordination (<i>and, but, or</i>) e.g. You might want to visit Tower Bridge or ride on the London Eye Use different types of sentences e.g. statement, exclamation and question e.g. Identify sentences in the opening paragraphs of simple reports that answer the questions : Who? What? When? Where? Begin reports by asking a direct question e.g. Are you planning to visit London? Use an exclamation sentence e.g. What an amazing city it is! Capital letters, full stops, question marks used accurately e.g. explore the of capitalisation for common and proper nouns in the context of reports for example, London is the capital city of England. Use commas to separate items in a list (focus on power of 3) 	<ul style="list-style-type: none"> Consistent use of tenses, present and past. Pupils' writing shows language and structural features of given text – e.g. <i>opening statement followed by a more detailed or technical classification, written in third person, focus on generic subjects rather than specific ones.</i> Pupils' writing shows an awareness of purpose, form and audience. Basic sequencing of ideas e.g. <i>line-breaks, sub-headings and headings.</i> Opening / closing signalled e.g. <i>'Introduction/development/ conclusion</i> Related points next to each other. 	<ul style="list-style-type: none"> Use technical vocabulary, e.g. the forest canopy Use new vocabulary and patterned phrases from their reading and research. Use expanded noun phrases to describe and specify e.g. Explore the difference between proper nouns and general nouns and identify their use in non-chronological reports Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. huge bell, stands tall on the banks of the River Thames Explore the inappropriateness of empty adjectives which do not help the reader to learn more about the topic e.g. beautiful building Collect and use examples of noun phrases to generalise e.g. usually people, most tourists <p>Use expert phrases e.g. It's a little known fact, did you know..., You may not know but, The extraordinary thing about, Amazingly</p>

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Writing Composition	<p>Develop positive attitudes towards and stamina for writing</p> <p>Consider what they are going to write before beginning by: 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</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils 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 Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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Genre - Discussion
Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ The most common structure includes: ▪ a statement of the issues involved and a preview of the main arguments; ▪ arguments for, with supporting evidence/examples; ▪ arguments against or alternative views, with supporting evidence/examples. ▪ Another common structure presents the arguments 'for' and 'against' alternatively. 	<ul style="list-style-type: none"> ▪ Written in simple present tense. ▪ Generalises the participants and things it refers to using uncountable noun phrases (some people, most animals), nouns that categorise (mammals, amphibians) and abstract nouns (wellbeing). ▪ Uses connectives (for example, therefore, however). ▪ Generic statements are often followed by specific examples (Most conservationists agree. Dave Smith, a zoologist for 20 years, finds that ...) 	<ul style="list-style-type: none"> ▪ Questions often make good titles. (Should animals be kept in zoos?) ▪ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.) ▪ Make sure you show both/all sides of the argument fairly. ▪ Support each viewpoint you present with reasons and evidence.

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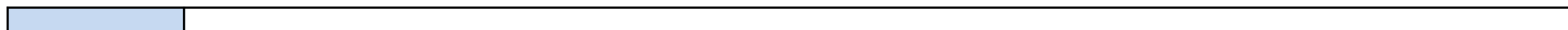
<ul style="list-style-type: none"> ▪ Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. 	<ul style="list-style-type: none"> ▪ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence. 	<ul style="list-style-type: none"> ▪ If you opt to support one particular view in the conclusion, give reasons for your decision. ▪ Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.
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Year 2 Discussion Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Show some awareness that writers have viewpoints e.g. <i>"She thinks it's not fair."</i> • Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the animal in captivity might feel differently 	<ul style="list-style-type: none"> ▣ Express personal responses, including likes and dislikes with reasons, e.g. <i>"She was just horrible like my Gran is sometimes."</i> ▣ Recall straightforward information e.g. <i>key facts</i>. Use evidence including quotations from or references to text ▣ Use personal experience to connect with texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i> 	<ul style="list-style-type: none"> • Identify how language is used to show character's thoughts and feelings • Explore vocabulary to express feelings.
Year 2 Discussion Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary

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	<ul style="list-style-type: none"> ● Explore and collect commonly used pronouns e.g. <i>I, we, our</i> ● Vary and extend sentences using co-ordination (<i>and, but, or</i>) e.g. <i>Conservationists want animals to be protected but others think they should be kept in the wild</i> ● Vary sentences using subordination (<i>when, if, that, because</i>) e.g. use “because” to extend reasoning, for example, <i>I think the meerkat is better off because it is away from predators</i> ● Use different types of sentences e.g. statement, command, question, exclamation. E.g. <i>Children generate questions for discussions following reading e.g. Should the meerkat be set free?</i> ● Use commas to separate items in a list e.g. <i>I think the meerkat is safe, well fed and has a place to dig.</i> 	<ul style="list-style-type: none"> ● Consistent use of simple present tense. ● Pupils’ writing shows language and structural features of discussions. ● Opening / closing signalled e.g. <i>‘Introduction/development/ conclusion</i> ● Related points next to each other. 	<ul style="list-style-type: none"> ● Use technical vocabulary related to the context of the discussion. ● Use expanded noun phrases to describe and specify e.g. use noun phrases to generalise, for example, <i>some people, everyone in the class, all the boys, most of the girls, all the readers</i>
<p>Writing Composition</p>	<p>Develop positive attitudes towards and stamina for writing</p> <p>Consider what they are going to write before beginning by: 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</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils 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 Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		

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Genre - Explanatory Text

Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

<ul style="list-style-type: none">▪ A general statement to introduce the topic being explained. (Many Meerkats survive in the Kalahari Desert.)▪ The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the meerkat looks for a safe place to hide.)	<ul style="list-style-type: none">▪ Written in simple present tense. (Meerkats use the sand to dig burrows for homes and protection.)▪ Use of temporal connectives, e.g. first, then, after that, finally.▪ Use of causal connectives, e.g. so, because of this.	<ul style="list-style-type: none">▪ Choose a title that shows what you are explaining, perhaps using why or how. (Why is the Kalahari Desert a good habitat for Meerkats?)▪ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.▪ Use the first paragraph to introduce what you will be explaining.▪ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.
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		<ul style="list-style-type: none"> ▪ Add a few interesting details. ▪ Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...). ▪ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. ▪ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.
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Year 2 Explanation Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Recognise the main purpose of text • Read flowcharts or cyclical diagrams explaining other processes 	<ul style="list-style-type: none"> ▣ Use evidence including quotations from or references to text ▣ Recall straightforward information ▣ Be able to answer and ask questions by locating information in texts ▣ Understand that explanation texts are structured in different ways. ▣ Identify some familiar patterns of language e.g. <i>first, next</i> 	<ul style="list-style-type: none"> • Gather vocabulary explored in reading to use in writing

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Year 2 Explanation Writing	<p style="text-align: center;">Sentence Structure and Punctuation</p> <ul style="list-style-type: none"> • Vary and extend sentences using co-ordination (<i>and, but, or</i>) e.g. build word banks of commonly used conjunctions for explanations : <i>Meerkats live in mobs of about 30 or 40</i> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>Meerkats sound an alarm when a predator is nearby.</i> • Use different types of sentences e.g. statement, command, question, exclamation. For example, explore titles of explanation texts and identify that they usually begin with “how” or “why”. Write general statements to introduce topics being explained e.g. Many Meerkats survive in the Kalahari Desert • Use Capital letters and full stops, question marks and exclamation marks to demarcate sentences e.g. practise generating their own titles for explanation texts, for example, <i>Why do Meerkats build burrows? Why do Meerkats live in the Kalahari?</i> 	<p style="text-align: center;">Text Structure and Organisation</p> <ul style="list-style-type: none"> • Consistent use of present and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, <i>Meerkats always have a sentinel on duty.</i> • Basic sequencing of ideas e.g. <i>time related words or phrases, line-breaks, headings, numbers</i> • Use some presentational features specific to explanation texts e.g. produce a flowchart or cyclical diagram ensuring the content is sequenced. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Use technical vocabulary related to the context of the explanation. • Use expanded noun phrases to describe and specify e.g. <i>collect noun phrases from reading and use these to generate own examples e.g. <i>in the hot sands of the Kalahari, one brave meerkat</i></i>
Writing Composition	Develop positive attitudes towards and stamina for writing Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary		

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	<p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>Proof reading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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Genre - Instructional Texts
<p>Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.</p>
<p>Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).</p>

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ Begin by defining the goal or desired outcome. (How to catch a dragon.) 	<ul style="list-style-type: none"> ▪ Use of imperative verbs (commands), e.g. Raise your sword ... Jump on your trusty steed ... ▪ Instructions may include negative commands. (Do not use a princess as bait.) 	<ul style="list-style-type: none"> ▪ Use the title to show what the instructions are about. (How to catch a dragon.) ▪ Work out exactly what sequence is needed to achieve the planned goal.

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<ul style="list-style-type: none"> ▪ List any material or equipment needed, in order. ▪ Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. ▪ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to set a trap.) 	<ul style="list-style-type: none"> ▪ Additional advice (It's a good idea to wear your armour. If the dragon escapes the trap, be ready to run...) or suggested alternatives (If you need to catch a sea dragon swap your climbing shoes for some swimming trunks). 	<ul style="list-style-type: none"> ▪ Decide on the important points you need to include at each stage. ▪ Decide how formal or informal the text will be. (Jump on your horse, Mount your trusty steed. ▪ Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. ▪ Keep sentences as short and simple as possible. ▪ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. ▪ Appeal directly to the reader's interest and enthusiasm. (You will be a hero/heroine. Only one more thing left to do now.) ▪ Include a final evaluative statement to wrap up the process. (Now go back to the village and celebrate your success.) ▪ Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. ▪ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.
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Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Recognise the main purpose of text e.g. "It tells you how to catch a dragon ..." • Identify typical features of instructional texts and note their purpose • Discuss and identify how writer sequence instructions • Understand that 	<ul style="list-style-type: none"> ▣ Recall straightforward information e.g. <i>equipment needed</i> ▣ Be able to answer and ask questions by locating information in texts ▣ Simple, most obvious points identified e.g. <i>about information</i> 	<ul style="list-style-type: none"> • Comment on language choices e.g. <i>imperative verbs</i>. • Discuss precision of language choices

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	instruction texts are structured in different ways from other non-fiction texts	<p style="text-align: center;"><i>from different places in the text</i></p> <ul style="list-style-type: none"> Identify some familiar patterns of language e.g. <i>first, next</i> 	
Year 2 Instructions Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Clarify instructions using subordination (<i>when, if, that, because</i>) e.g. Approach the dragon when it is sleeping Vary sentences using co-ordination (<i>and, but, or</i>) e.g. Raise your sword or your spear, Wait for the best time to strike but don't lose concentration ... Use different types of sentences e.g. statement, question, exclamation e.g. <ul style="list-style-type: none"> Write titles to show what the instructions are about, e.g. How to catch a dragon Make an exclamatory statement e.g. What a hero you will be! Command "Do not wake the dragon." Use commas to separate items in a list e.g. <i>list of materials or ingredients.</i> 	<ul style="list-style-type: none"> Consistent use of tenses. Pupils' writing shows structural features of instructional text – e.g. a statement of purpose, list of materials or ingredients, sequential steps Pupils' writing shows an awareness of purpose and audience Basic sequencing of ideas e.g. <i>numbered lists.</i> 	<ul style="list-style-type: none"> Use of adjectives and adverbs limited to giving essential information. Use expanded noun phrases to describe and specify e.g. a trusty steed, sharp sword, protective armour.. Generate synonyms for over-used imperative verbs, e.g. mount, thrust, cut Explore and generate negative commands, for example, Do not wake the dragon; Do not use a princess as bait.
Writing Composition	Develop positive attitudes towards and stamina for writing Consider what they are going to write before beginning by:		

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	<p>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 Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils 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 Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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Year 2 Poetry				
Purpose: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry</p> <ul style="list-style-type: none"> - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and 	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p> <p>Explain and discuss their understanding of books, poems</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing poetry Consider what they are going to write before beginning by: - 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 	<p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</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] - The present and past tenses correctly and consistently including the progressive form 	<p>Performing</p> <p>Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps</p> <p>Creating</p> <p>Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum</p>

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<p>reciting some, with appropriate intonation to make the meaning clear</p> <p>- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>and other material, both those that they listen to and those that they read for themselves.</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - 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. 	<ul style="list-style-type: none"> - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<p>links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures</p> <p><u>Analysing</u> Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation</p>
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