

# Holy Cross Catholic School



## English Long Term Plan Year 2

	Autumn 1 <sup>st</sup> 7 weeks + 3 days			Autumn 2 <sup>nd</sup> 8 weeks			Spring 1 <sup>st</sup> 6 weeks		Spring 2 <sup>nd</sup> 7 weeks		Summer 1 <sup>st</sup> 5 weeks		Summer 2 <sup>nd</sup> 5 weeks
Topic	Incredible me			Once Upon a Time			Wild Waves		The Secret World of Plants		Around the World		
	3 days	Fiction 5 weeks	Poetry 2 weeks	Assessment 1-week	Fiction 4 weeks	Non-fiction 4 weeks	Fiction + revision 6 weeks		Non-fiction 3 weeks	Fiction 4 weeks	Fiction and Non-fiction 4 weeks	Non-fiction 3 weeks	Poetry 3 weeks
Genre	Assessment	Tale of Fear	Poetry	Phonics Reading	Wishing Tale	Recount	Finding Tale		Instructions	Rags to Riches	Revision of previous text types	Non-chronological report - place	Poetry
Form		Five part story structure	Rhyming Couplets		Five part story structure	Letter (regarding Cheeky Elf's arrival)	Five part story structure		Recipe	Five part story structure	Short burst writing Descriptions Stories Instructions Recounts	Non-fiction book	Riddles (animals)
Texts		Super Me by Ramon Olivera	Hands by Julia Donaldson  Oi Frog (and collection) by Kes Gray		Pinocchio (Teacher text)	Teacher text	The Storm Whale – Benji Davies		Teacher text	Jack and the Jelly Bean Stalk Rachael Mortimer	Child led/class needs Bog Baby + additional based on class interest	Teacher text	Teacher text
Grammar focus		-Full stops, capital letters  -nouns -adjectives  -Noun phrases/expanded noun phrases  Verbs			Statements and questions  Question marks  Conjunctions	Exclamations/Exclamation marks.  Suffixes ment, less, fully  Past tense	Possessive apostrophes  Past tense (past progressive)  Suffixes er and est		Adverbs  Commas  Commands  Present tense	Contractions  Nouns using suffixes ness and er	Consolidation and application of all grammar objectives based on ongoing assessments.		



Spelling					(simple tense)				
		<p>KTC phonics</p> <p>YR 1 CEW word revision</p> <p>Yr 1 Spelling revision</p>		<p>KTC phonics</p> <p>Yr 2 CEW words</p> <p>Yr 1 Spelling revision</p>	<p>a)</p> <p>Revisit phase 5 GPCs as required</p> <p>Homophones (see/sea, bee/be, blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, know/no, night/knight, to/two/too)</p> <p><b>Revise common exception words as required</b></p> <p><b>Year 2 phonics:</b></p> <ul style="list-style-type: none"> <li>• The sound /dɪ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.</li> <li>• The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’</li> <li>• The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</li> </ul> <p>b)</p> <p><b>Homophones and near homophones</b> quite/quiet, night/knight, new/knew, not/knot, they’re/there/their and others as relevant</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns) Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)</p> <p><b>Year 2 phonics</b> The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /ɔ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ɔ/ spelt ‘s’</p> <p><b>Suffixes</b> Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to</p>	<p><b>Homophones</b> Revision of all homophones taught so far</p> <p><b>Apostrophe</b> Revise the possessive apostrophe (singular nouns)</p> <p><b>Year 2 phonics</b> The /l/ or /æɪ/ sound spelt ‘-el’ at the end of words The /l/ or /æɪ/ sound spelt ‘-al’ at the end of words The /l/ or /æɪ/ sound spelt ‘-il’ at the end of words (unusual spelling) The /ɑ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɑ:/ sound spelt ‘ar’ after ‘w’ The /ɔ/ sound spelt ‘o’ The /ɑ:/ sound spelt ‘or’ after ‘w’</p> <p><b>Revise common exception words as required</b></p> <p><b>Suffixes</b> Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’,</p>			



				<p>words ending in 'e' with a consonant before it                  Adding '-ing-', '-ed', '-er', '-est' and '-y' to words                  of one syllable ending in a single consonant letter after a single vowel letter                  Adding '-es' to nouns and verbs ending in 'y'                  The suffixes '-ful', '-less' and '-ly'                  Words ending in '-tion'</p> <p>The /l/ or /əəl/ sound spelt '-le' at the end of words</p>	
Proof Reading	<p>Capital letters and full-stops</p> <p>High frequency words (first 100)</p>	<p>Capital letters and full-stops</p> <p>High frequency words (first 200)</p>	<p>Capital letters misuse</p> <p>High frequency words(first 200)</p>	<p>Capital names, places and personal pronoun</p> <p>High frequency words(first 200)</p>	<p>Consolidate this year's foci</p>
Shared/ Guided Reading	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Use my reading finger to point at the words (only until this is phased out at during book band red)</li> <li>• I can look at the first letter, make the sound <i>and crosscheck with the picture</i></li> <li>• I can look at the letters in the word, make their sounds ,blend them together <i>and crosscheck with the picture</i></li> <li>• I break words into chunks/syllables and put them together and read them</li> </ul> <p><b>Sight Word Recognition</b></p> <ul style="list-style-type: none"> <li>• I can read sight words out of the text on post its</li> <li>• I can find and read sight words in the text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• If the sentence does not make sense, I go back to the beginning of the sentence and reread it for meaning.</li> <li>• I can look at the punctuation and reread the sentence using it to help me understand the meaning</li> <li>• Reading in phrases to develop fluency and understanding</li> <li>• I can read on to the end of the next sentence and then go back and reread both sentences to help understand the meaning</li> <li>• I can use the context of the sentence to help establish meaning (is the unfamiliar word an adjective etc)</li> <li>• Use prior understanding to help establish meaning</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Interpreting words in bold, capitals or italics and adjusting expression accordingly</li> <li>• Using the punctuation in the text                             <ul style="list-style-type: none"> <li>-taking a breath at a full stop</li> <li>-pausing at a comma</li> <li>-raising your voice at the end of a question</li> <li>-using expression at an exclamation mark (shout, excitement etc)</li> </ul> </li> </ul>				



	- using expression for inverted commas				
Class Book	<p><b>Pie Corbett Reading Spine:</b> <i>Flat Stanley (longer story)</i> Gorilla Not Now Bernard</p> <p><b>Fiction books:</b> The Colour Monster Silly Billy <i>The Enormous Crocodile</i> (to celebrate Roald Dahl Day) A range of books about people (particularly those about positive thinking, self-belief, feelings and raising aspirations) and families.</p> <p><b>Non-fiction books:</b> -Mary Seacole books Extracts from A range of books about: -the human body -healthy eating, hygiene and exercise -families -emotions -UK/Leicester</p> <p><b>Poetry books/Poems:</b> -Hands (Julia Donaldson) -Oi Frog + collection</p>	<p><b>Pie Corbett Reading Spine:</b> Traction Man (picture book) <i>The Owl Who was Afraid of the Dark (Chapter book)</i></p> <p><b>Fiction books:</b> A range of traditional tales</p> <p><b>Non-fiction books:</b> A range of books about: -Great Fire of London -materials</p> <p><b>Poetry books/Poems:</b> - A range of poetry about winter, traditional characters, celebration poems (Christmas, Bonfire Night etc)</p>	<p><b>Pie Corbett Reading Spine:</b> -</p> <p><b>Fiction books:</b> Dougal's Deep-Sea Diary The Lighthouse Keeper's Lunch Somebody Swallowed Stanley A range of stories about sea creatures/stories set out at sea. <i>Mr Majieka (Chapter book)</i></p> <p><b>Non-fiction books:</b> 10 Reasons to Love a Turtle Extracts from RSPB-First book of the Seashore Extracts from Little People- David Attenborough Extracts from What a Waste Titanic based books</p> <p><b>Poetry books/Poems:</b> - A range of poems from Commotion in the Ocean and other sea</p>	<p><b>Pie Corbett Reading Spine:</b> The Flower</p> <p><b>Fiction books:</b> Jim and the Beanstalk Jack and the Baked Bean Stalk Jack and the Incredibly Mean Stalk A range of stories about plants and set in nature. <i>The Magic Faraway Tree (Chapter book/Novel)</i></p> <p><b>Non-fiction books:</b> A range of texts about plants and nature.</p> <p><b>Poetry books/Poems:</b> -Ten things found in a Giant's Pocket (list poem) - A range of poetry about spring, plants and food</p>	<p><b>Pie Corbett Reading Spine:</b> <i>The Giraffe the Pelly and Me (chapter book)</i> <i>Billy and the Minpins (Chapter book)</i> Meerkat Mail</p> <p><b>Fiction books:</b> Emma Jane's Aeroplane The Tiger's Child A range of texts about travel and stories set around the world and from various cultures.</p> <p><b>Non-fiction books:</b> Extracts from Little People- David Attenborough, Extracts from Tickets around the world Extracts from The Big Book of the UK Transport books</p> <p><b>Poetry books/Poems:</b> -A range of poetry about summer, transport and animals -Selection of Revolting Rhymes Summer author spotlight: Roald Dahl</p>

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	<p>-A range of poetry about autumn and people</p> <p>Autumn Author spotlight: Julia Donaldson, Anthony Browne + Kes Gray</p>		<p>creature/ocean/pond related poems</p> <p>- A range of poetry about spring</p> <p>Spring author spotlight: Enid Blyton, Alex .T Smith</p>		
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