

# Holy Cross Catholic School



## English Long Term Plan Year 2 2020-2021

	Autumn 1 <sup>st</sup> 7 weeks			Autumn 2 <sup>nd</sup> 8 weeks			Spring 1 <sup>st</sup> 6 weeks	Spring 2 <sup>nd</sup> 5 weeks	Summer 1 <sup>st</sup> 7 weeks	Summer 2 <sup>nd</sup> 6 weeks		
Topic	This is Me			Toys			Water World	Food Glorious Food		Animal kingdom		
	Assessment 1 week	Fiction 4 weeks	Non-fiction 2 weeks	Assessment 1 week	Fiction 4 weeks	Non-fiction 3 weeks	Fiction 6 weeks	Non-fiction 2 weeks	Fiction 4 weeks	Fiction and Non-fiction 6 weeks	Non-fiction 4 weeks	Poetry 4 weeks
Genre	Phonics Reading	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	Descriptions Stories Instructions Recounts	Non-fiction book	Riddles (animals)
Texts		Super Me by Ramon Olivera	Hands by Julia Donaldson		Pinocchio (Teacher text)	Teacher text	The Storm Whale – Benji Davies	Teacher text	Jack and the Jelly Bean Stalk Rachael Mortimer	Child led/class needs The Day the Crayon's Quit-Oliver Jeffers	Teacher text	Teacher text
Grammar focus		Full stops, capital letters Statements and questions identifying -nouns -adjectives Noun phrases/expanded noun phrases Verbs			Statements and questions Question marks Conjunctions Past tense (simple tense)	Exclamations/Exclamation marks. Suffixes ment, less, fully	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		<p>KTC phonics</p> <p>YR 1 CEW word revision</p>		<p>KTC phonics</p> <p>Yr 2 CEW words</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 /dʒ/ 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 (<i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i>)</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 /ɒ/ spelt ‘s’</p> <p><b>Suffixes</b> Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to 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’</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 /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /ɔ/ sound spelt ‘o’ The /ɔ:/ 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>

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				Words ending in '-tion' The /l/ or /əəl/ sound spelt '-le' at the end of words	
<b>Proof Reading</b>	Capital letters and full-stops High frequency words (first 100)	Capital letters and full-stops High frequency words (first 200)	Capital letters misuse High frequency words (first 200)	Capital names, places and personal pronoun High frequency words (first 200)	Consolidate this year's foci
<b>Shared/ Guided Reading</b>	<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> <li>-using expression for inverted commas</li> </ul> </li> </ul>				
<b>Class Book</b>	<b>Pie Corbett Reading Spine:</b> <i>Flat Stanley (longer story)</i> Gorilla Not Now Bernard	<b>Pie Corbett Reading Spine:</b> Traction Man (picture book) <i>The Owl Who was Afraid of the Dark (Chapter book)</i>	<b>Pie Corbett Reading Spine:</b> -	<b>Pie Corbett Reading Spine:</b> The Flower	<b>Pie Corbett Reading Spine:</b> <i>The Giraffe the Pelly and Me (chapter book)</i> Meerkat Mail



<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> Extracts from Children’s History of Leicester Extracts from The Big Book of the UK A range of books about: -the human body -healthy eating, hygiene and exercise -families -emotions</p> <p><b>Poetry books/Poems:</b> -Hands (Julia Donaldson) -A range of poetry about autumn (inc. those in Pie Corbett’s <i>The Works, KS1</i> and <i>National Trust: I am a seed that grew: A nature poem for every day of the year</i>). -A range of spelling poetry from ‘<i>The B on Your Thumb: 60 poems to Boost Reading and Spelling</i>’.</p>	<p><b>Fiction books:</b> A range of books about toys</p> <p><b>Non-fiction books:</b> A range of books about: -toys in the past -toys now -materials</p> <p><b>Poetry books/Poems:</b> -A range of poetry based on toys - A range of poetry about winter (inc. those in Pie Corbett’s <i>The Works, KS1</i> and <i>National Trust: I am a seed that grew: A nature poem for every day of the year</i>). -A range of spelling poetry from ‘<i>The B on Your Thumb: 60 poems to Boost Reading and Spelling</i>’.</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>Diary of a Killer Cat (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</p> <p><b>Poetry books/Poems:</b> - A range of poems from <i>Commotion in the Ocean</i> and other sea creature/ocean/pond related poems - A range of poetry about spring (inc. those in Pie Corbett’s <i>The Works, KS1</i> and <i>National Trust: I am a seed that grew: A nature poem for every day of the year</i>). -A range of spelling poetry from ‘<i>The B on Your Thumb: 60 poems to Boost Reading and Spelling</i>’.</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>Mr Majieka or The Dragonsitter (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 (inc. those in Pie Corbett’s <i>The Works, KS1</i> and <i>National Trust: I am a seed that grew: A nature poem for every day of the year</i>). -A range of spelling poetry from ‘<i>The B on Your Thumb: 60 poems to Boost Reading and Spelling</i>’.</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, Amelia Earhart Extracts from Tickets around the world Extracts from The Big Book of the UK</p> <p><b>Poetry books/Poems:</b> -A range of poetry about summer and animals (inc. those in Pie Corbett’s <i>The Works, KS1</i> and <i>National Trust: I am a seed that grew: A nature poem for every day of the year</i>). -A range of spelling poetry from ‘<i>The B on Your Thumb: 60 poems to Boost Reading and Spelling</i>’.</p>
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