



The Grove Primary School

English Long Term Plan

Year 2

National curriculum expectations covered across the year

Transcription	Handwriting	Composition	Vocabulary, Punctuation and Grammar
- spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which 1 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 - apply spelling rules and guidance, as listed in English appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	- 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	- develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - 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 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading 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	- develop their understanding of the concepts set out in English appendix 2 by: - learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - learn how to use: - 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 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English appendix 2 - some features of written Standard English - use and understand the grammatical terminology in English appendix 2 in discussing their writing

Term 1 – Out of this world

Week/s	Text type	Vocabulary introduced – See English appendix 2
1/2	Posters – using adjectives/expanded noun phrases Sentence writing – proofreading and editing (introducing CHIPS)	Letter/Word/Capital Letter/Full stop (recap Year 1) Adjective Noun Expanded noun phrase
3	Story writing – Toys in Space	
4	Writing and answering questions Conjunctions	
5	Writing biographies (famous astronauts) – applying knowledge of questions and expanded noun phrases	Past tense
6	Assessment Class Debate	
7	Postcards	

Term 2 Where the Wild Things Are		
Week/s	Text type	Vocabulary introduced – See English appendix 2
1-3	Story Writing – Where the Wild Things Are (story mapping, role play, planning, editing, setting description, writing sequel)	Suffix
4	Character Description Editing and proofreading	
5	Assessment Class Debate	
6	Sentence writing – proofreading	

Term 3 – What a load of rubbish!		
Week/s	Text type	Vocabulary introduced – See English appendix 2
1-2	Instructions	Present Tense Command sentence
3	Poems	Tense (recap) Adverb Suffix
4	Non-Chronological Report	
5	Non-Chronological Report	
6	Assessment Sentence Writing - Alan Peat - ly	Suffix (recap)
7	Class Debate	Exclamation/Command/Statement

Term 4 — I do like to be beside the seaside

Week/s	Text type	Vocabulary introduced – See English appendix 2
1	Descriptive writing Sentence type recap	
2	Postcards	
3-4	Non-Chronological Report	Commas Suffix
5	Assessment	
6	Explanation Text	

Term 5 – Antarctica (SATS in May – sometime within Weeks 2-5?)

Week/s	Text type	Vocabulary introduced – See English appendix 2
1-2	Newspaper writing – planning, drafting, researching, editing	
3-4	Fact file	
5	Writing Assessment	

Term 6 – The Heat is on

Week/s	Text type	Vocabulary introduced – See English appendix 2
1-3	Diary entries	

4-5	Travel guides/leaflets	
6	Posters Poems	
7	Class Debate	