



Our Long term plan in English is linked to our topic where relevant. Each half term is based on a key text with a genre outcome.

Autumn Year 2

		Autumn 1	Autumn 2
Autumn Term	There's No Place Like Home	Fiction- stories with a familiar setting Key Text: On the way home  Focus: Retell, full stops/ capital letter and co-ordinating conjunctions. Outcome: Baseline writing (Sept – induction – All about me) Outcome: A repetitive, simple narrative Key Skills: Recap from yr 1: phase 5 phonics, full stop, capital letter, co-ordinating conjunctions 'and', identify and write statements. Oracy skills: <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Talk for writing 	Autumn Term 2 Fiction and non fiction Key Text: Traction Man is Here   Focus: punctuation, past tense –ed use of co-ordinating conjunctions and expanded noun phrases Writing outcome: Character description Writing outcome: Instructions to make a Traction Man puppet. (D&T link) Key Skills: Identify statements and questions and teach co-ordinating conjunctions 'but' and 'or', noun phrases Oracy skills: <ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to others • Listen and respond appropriately to adults and peers • Speak audibly and fluently. • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama
		Pupils should be taught to: Spell: <ul style="list-style-type: none"> • Use words containing phonemes already taught. • Common exception words for level 6 (wk 1 – 5) • Revisit spelling words by adding the suffix ing, ed, er, est • Following the Twinkl phonics programme (level 6) - make phonetically plausible attempts for alternative spellings of: Wk 1 'y' saying /i/ Wk 2 'dge' and 'ge' saying /j/ Wk 3 'es' to words ending in /y/ Wk 4 'gn' and saying /n/ Wk 5 'kn' saying /n/ Write simple sentences dictated by the teacher that include the GPC taught so far	Pupils should be taught to: Spell: <ul style="list-style-type: none"> • Use words containing phonemes already taught. • Common exception words for level 6 (wk 6 -11) • Revisit rules for plurals when the root word ends in s, ss, z, zz, ch, sh • Following the Twinkl phonics programme (level 6) <ul style="list-style-type: none"> - apply rules to words when adding suffixes - - make phonetically plausible attempts for alternative spellings of: Wk 6 'ing' and 'ed' to words ending in y Wk 7 'wr' saying /r/ Wk 8 'le' saying /l/ Wk 9 'er' and 'est' to words ending in y Wk 10 'el' saying /l/ Wk 11 'il' and 'al' saying /l/ Write from memory simple sentence dictated by the teacher that includes the GPC taught so far, common exception words and punctuation taught so far.
	Transcription		

	Composition	<p>Compose a sentence orally before writing. Through planning activities: Say out loud what they are going to write, sentence by sentence. Write simple narrative (fictional).</p> <ul style="list-style-type: none"> Draft sentences to retell a simple narrative. <p>Reread their writing to check it makes sense to them.</p>	<p>Compose a sentence orally before writing. Through planning activities: Say out loud what they want to write. Write narratives (fictional)</p> <ul style="list-style-type: none"> Draft sentences to write a character description. Draft and sequence sentences to form instructions. <p>Reread their writing to check it makes sense to them.</p>
	Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to: Revisit and consolidate punctuating sentences using:</p> <ul style="list-style-type: none"> capital letter full stop question mark exclamation mark <p>Revision of using suffixes er, est Revision of capital letters for:</p> <ul style="list-style-type: none"> names of people and places days of the week personal pronoun I 	<p>Pupils should be taught to: Consistently demarcate sentences using:</p> <ul style="list-style-type: none"> capital letters full stops, question marks exclamation marks. <p>Write</p> <ul style="list-style-type: none"> statements and commands. Write in the present and past tense, including the progressive tense. Revisit using coordinating conjunctions – and, or and but
	Handwriting	<ul style="list-style-type: none"> Revisit and form the lower case letters correctly for the ladder family ready for joining. (l/ i/ u/ t/ y/ j) Position the letters correctly for the ladder family. Revisit and form the letters correctly for the one armed robot family (n/ m/ h/ k/ b/ p/ r) Position the letters correctly for the one armed robot family. Revisit and form the lower case letters correctly for the curly caterpillar family (c/ a/ d/ e/ s) Position the letters correctly for the curly caterpillar family. 	<ul style="list-style-type: none"> Revisit and form the lower case letters correctly for the curly caterpillar family (g/ f/ q/ o) Position the letters correctly for the curly caterpillar family. Revise capitals without a lift C, L, O, U, S, V, W, Z Revise capitals with one lift B, D, G, J, N, M, P, Q, R, T, X, Y
	Reading	<ul style="list-style-type: none"> To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far. To read common exception words To re-read sentences to build up their fluency and confidence in word reading. Join in with discussions about the sequence of events in a familiar story. Begin to retell a familiar story. Through discussion, begin to use immediate clues and what they have read already to make a simple prediction. 	<ul style="list-style-type: none"> To read accurately by blending sounds in unfamiliar words containing GPCs taught so far. To read common exception words To re-read sentences to build up their fluency and confidence in word reading. Discuss why they like particular books, giving reasons. Recognise new and unfamiliar words within a text and join in discussions Give simple reasons why things happen and use clues in the text or image. Use immediate clues and what they have read to make a simple prediction. Show their understanding of books through matching statements to images for those that they read for themselves.
	Poetry	<ul style="list-style-type: none"> Listen to a range of poems and begin to choose favourite poems. (see poetry spine for list of poems) Recognise simple recurring literary language in stories and poems with support. Learn, re-read and recite poems. <p>Key Poem: What's Your Colour – by Julia Donaldson 'Crazy Mayonnaisy Mum'</p>	

