

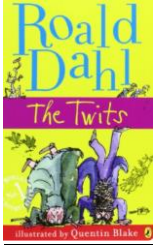


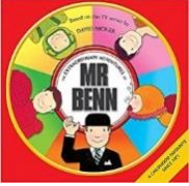
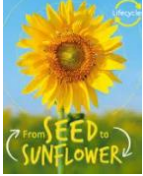
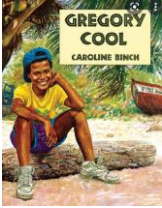
Year 2 English Long Term Plan

<p>The day the Crayons Quit (2 week unit)</p> 	<p>Traditional Tales unit: Hansel and Gretel by Anthony Brown</p> 	<p>Molly Rogers Pirate Girl (Story)</p> 	<p>Coming Home by Michael Morpurgo (Narrative Poem)</p> 
<p>Writing Opportunities Crayons</p> <ul style="list-style-type: none"> • Writing for different purposes (letters) • Written responses to questions 	<p>Hansel and Gretel</p> <ul style="list-style-type: none"> • Good and Bad Characters • Answering Questions • Making predictions and inferences • Nouns • Expanded Noun Phrases • Describing a setting • Openers <p>Retell the story</p>	<p>Writing Opportunities</p> <ul style="list-style-type: none"> • Character descriptions • Sentence types • Verbs - Present and Past tense • Different sentence types • Planning and editing work • Letter Writing • Temporal Conjunctions 	<p>Writing Opportunities</p> <ul style="list-style-type: none"> • Expanded noun phrases • Discussion of favourite words and phrases • Explain and discuss understanding of poems • Inferring - Use image of fisherman to ascertain personality • Diary Writing
<p>Reading Opportunities</p> <ul style="list-style-type: none"> • Prediction • Inferring crayon's feelings • Answering Questions 	<p>Reading Opportunities</p> <ul style="list-style-type: none"> • Expressing views • Discussing the sequence of events in a story • Verbally retelling traditional tales • Recognising recurring language in stories • Inference work • Answering and asking questions 	<p>Reading Opportunities</p> <ul style="list-style-type: none"> • Reading for meaning • Prediction • Inferring about Molly's feelings • Discussing and expressing views on stories • Prediction • Answering and asking questions • Participate in discussions about books that are read to them <p>Discussing the sequence of events in books</p>	<p>Reading opportunities</p> <ul style="list-style-type: none"> • Reading and discussing poetry • Use my own experiences to make predictions • Discussing favourite words and phrases <p>Recognising simple language patterns in poems</p>

Literacy long term planning – Spring term

<p align="center">Tell me a Dragon - Poem</p> 	<p align="center">Explanation Tests - Teacher Pleaser by Pie Corbett</p> 	<p align="center">Class Novel The Twits – Roald Dahl</p> 
<p>Writing Opportunities Dragon</p> <ul style="list-style-type: none"> • Using different openers • Similes and expanded noun phrases • Description of dragon • Subordination - When he sneezes If he laughs ... • Non-fiction writing – non-chronological report about a dragon 	<p>Writing Opportunities – Teacher Pleaser</p> <ul style="list-style-type: none"> • Sub-ordination and co-ordination • Using past and present tense correctly • Openers • Designing own teacher pleaser • Planning and editing an explanation text • Different sentence types 	<p>Writing Opportunities</p> <ul style="list-style-type: none"> • Planning a new chapter – Mrs Twit’s revenge • Writing chapter and editing it • Expanded noun phrases Mrs Twit’s Terrible Menu
<p>Reading opportunities Tell me a dragon</p> <ul style="list-style-type: none"> • Sorting and ordering information about different dragons • Discussing favourite words and phrases • Discussing and clarifying the meaning of words • Reading and discussing non-fiction texts • Comprehension questions 	<p>Teacher Pleaser</p> <ul style="list-style-type: none"> • Prediction – How do you think this machine works • Answering and asking questions • Reading and discussing non-fiction texts • Discuss the meaning of words 	<p>Reading Opportunities</p> <p>Inferring Predicting Comprehension</p>

Literacy long term planning – Summer term

<p>Mr Benn (2-week unit during SATs time to gain some Greater Depth Writing)</p> 	<p>Life Cycles Books</p> 	<p>Gregory Cool (Culturally Diverse Text)</p> 
<p>Writing Opportunities</p> <ul style="list-style-type: none"> • Full stops, capital letters, ? ! commas for lists • Expanded noun phrases • Character descriptions • Setting descriptions • Sub-ordination and co-ordination • Using past and present tense correctly • Planning and editing work • Different sentence types • Writing their own story 	<p>Writing Opportunities</p> <p>Causal connectives</p> <p>Explanations</p> <p>Planning writing and editing</p>	<p>Writing Opportunities</p> <ul style="list-style-type: none"> • Descriptions • Compare and Contrast – Thinking Hats essay • Dialogue • Letters Postcard or Diary entry
<p>Reading Opportunities</p> <ul style="list-style-type: none"> • Discussing and expressing views on stories • Inference work • Prediction work • Answering and asking questions • Participate in discussions about books that are read to them • Explain and discuss what happens in stories that are read to them or that they read themselves • Discuss the sequence of events in a story • Recognise recurring language in stories 	<p>Reading Opportunities</p> <p>Finding out new things using info books</p> <p>Discuss structure of an explanation text</p> <p>Examine diagrams</p> <p>Use a glossary</p>	<p>Reading Opportunities</p> <ul style="list-style-type: none"> • Prediction • Inference • Comprehension • Hunt for verb types • Missing words