



Year 2

English Long-Term Plan

2024 – 2025

Year 2: Book List

Book:	Book:	Book:	Poetry Book List:
The Day The Crayons Quit 730	Voices In The Park		<p>Focus Poet – Roald Dahl Focus Poetry Style – Acrostic and Shape Poems Revolting Rhymes (Little Red Riding Hood) – Roald Dahl 10 Things Found in a Wizard's Pocket – Ian McMillan Pleasant Sounds – John Clare I think Mice are Rather Nice – Rose Fyleman Now we are Six and Halfway Down – AA Milne (Classic) The Owl and the Pussycat – Edward Lear (Classic) On the Ning Nang Nong – Spike Milligan (Classic) Various Acrostic and Shape poems – e.g.</p> <p>Acrostics – e.g. Fireworks – Gervais Phinn Christmas – Gervais Phinn</p> <p>Shape Poems – e.g. What is he? – Liz Brownlee The Shape of a poem – Chris Odgen Aaaa!!!! At last it's Spring – James Carter Family Tree – Damien Harvey Word Whirls – John Foster</p> <p>Performance Poems I'm Walking with my Iguana – Brian Moses Solo with Chorus – Rose Fyleman Nut Tree – Julia Donaldson The Dinosaur Rap – John Foster Cats – Eleanor Farjeon Shhhhhh! – Julia Donaldson Soloman Grundy – Days of the week</p>
The Big Book Of The UK/ The Story Of The Underground	The Proudest Blue		
The Snail And The Whale (Julia Donaldson)	The Tin Forest AD560		
Flat Stanley (Jeff Brown)			
Dasher	The Owl Who Was Afraid Of The Dark		
George Flies South 490	Lost And Found		
The Day The Crayons Came Home	Into The Forest		
Katie And The Sunflowers AD570	The Tunnel		
Amazing Grace 680l	Orion And The Dark	Andy Shepherd	
The Worst Witch (Jill Murphy)	Here We Are	How To Hide A Lion	
What's The Weather? Clouds, Climate, And Global Warming	The Magic Box (Kit Wright)		
George's Marvellous Medicine (Roald Dahl) 640	The Sound Collector (Roger McGough)	An Emotional Menagerie	
The Diary Of A Killer Cat 650	Don't (Michael Rosen)	Apes to Zebras: An A to Z of Shape Poems	
The Hodgeheg (Dick King Smith)	Clever Trevor (Benjamin Zephaniah)		
Tuesday (David Wiesner) Np	The Rainbow Bear		
	Dear Earth		
Classic	Culturally Diverse / Inclusive	Poetry; Rhyme	

Au #1	GPV Recap and consolidation of prior learning					
	Communication Unit: Inter-Nation Media Station Inc. FSP: Autumn					Unit: The Visionary
Au #2					Poetry: Acrostic poems	Christmas Week
	Competency	NC Essentials: Paddington's Passport		Competency Unit: Record Breaker		
Sp #1	Into The Forest: Descriptive writing: Recount Write a diary entry about visiting Granny Describe character and setting		Letter Write a letter to Malala Yousafzai		Poetry: Shape poems	
	Culture Unit: Zero to Hero Inc. FSP: Winter					
Sp #2	The Proudest Blue: Cultural Text Retell the story from a different perspective	Information Texts inspired by Flora Drummond Non-chron report about Flora Drummond Persuasive poster votes for women				
	Competency Unit: The General	Competency Unit: Medicine Woman				
Su #1	Recount: Pirate Day!	Billy and the Pirates: Character description & Message in a bottle Wanted poster: Have you seen this kraken?	Instruction Text: How to find the buried treasure!			
	Conflict Unit: Land Ahoy! Inc. FSP: Spring					
Su #2	Poetry: Performance 10 things in a pirate's pocket	Where the Wild Things Are: Setting description Re-write story using own setting		Instruction Text: How to build a bird feeder		Transition Week
	Conservation Unit: Going Wild! Inc. FSP: Summer					

Year Two Writing Focus:

- Different books by same author
- Familiar settings
- Traditional tales
- Significant authors
- Culturally diverse texts
- Classics
- Poetry: Roald Dahl

Fiction:

- Narrative
- Descriptions: character, setting
- Recount (diary, event)
- Letter

Non-Fiction:

- Recount/report (non-chron)
- Persuasive poster
- Explanation
- Instructions

Poetry:

- Performance poetry
- Shape poems
- Acrostic poems

Year 2: Grammar, Punctuation and Vocabulary

Year 6 Test Content Domain	Language Structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate Clause Word List
Aspect covered in Year 2	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinate connectives	Tense agreement Subject-verb agreement Double negative Use of I and me Contractions	Word meaning Vocabulary content Concision and precision in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation mark Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons Semi-colons	because after before as when as soon as if

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary for pupils
Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 2: Handwriting and Presentation

Handwriting: To be modelled under visualiser and practised daily.

1. i l t j	1. s f x z	13. fo fa uf of	19. qu nq us os	25. his has you your they be	31. find kind mind behind children wild climb most
2. c o a d	2. al ab ia va	14. ng dg iq oq	20. lt it lit cu up	26. he me she we no go so by	32. only both old cold gold hold told
3. g q e	3. ib ob lp mp	15. ht ha wh th	21. ev nr wo we	27. my here there where love	33. every great break steak pretty after
4. n m r	10. ck cy nc oc	16. ki mi cl wl	22. vy zi ze iz	28. come some one once ask again	34. fast last past father class grass pass
5. h b k p	11. de dr da nd	17. ky kn ok rk	23. the do to today of said	29. put push pull full our house	35. plant path bath hour move improve
6. v w u y	12. em ke ej oj	18. wm am ny en	24. says are were was is	30. friend school door floor poor because	36. sure could should would who busy people

During the remaining weeks at the end of the year, please focus your handwriting lessons on the common errors for your class and consolidation/revision of previously taught joins where necessary.

Year 2: Spellings

- ▶ Statutory word lists as part of daily retrieval
- ▶ Yearly spelling objectives (Spelling Shed)
- ▶ Weekly spelling rule introduced and displayed on English working wall with a selection of words which follow the rule
- ▶ Games/ activities to embed
- ▶ Retrieval practice daily
- ▶ Expectations in writing across the curriculum – children underline (with a ruler) any weekly spellings or statutory words used independently in end of unit piece of writing
- ▶ Mis-spelt words on working wall (spelling jail) from marking and feedback – address misconceptions and give strategies for children to use to remember the correct spelling
- ▶ Spelling mats used in all relevant lessons – not just English (Twinkl/Spelling Shed)
- ▶ Soft-testing of the rule each week including words which fit the rule but haven't been given

Year 2: Spelling Rules: Must be taught and soft-tested weekly

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Step 1: Words ending in 'ff', 'll', 'zz', 'ss', 'ck'</p> <p>puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back</p>	<p>Step 7: Compound words and words with unstressed vowels</p> <p>pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish</p>	<p>Step 13: Words with the split digraph 'o_e'</p> <p>home, those, woke, hope, hole, mole, spoke, joke, bone, phone</p>	<p>Step 19: Words where the digraph 'er' is stressed</p> <p>herb, verb, her, term, person, germ, stern, perch, fern, mermaid</p>	<p>Step 25: Words where the digraph 'ou' makes an /ow/ sound</p> <p>out, mouth, sound, proud, shout, about, around, found, mound, count</p>	<p>Step 31: Words with the trigraph 'igh'</p> <p>high, night, light, bright, right, sight, tight, mighty, fright, midnight</p>
<p>Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern</p> <p>bank, honk, tank, pink, think, kit, skin, mask, sketch, basket</p>	<p>Step 8: Words with the digraphs 'ai' and 'oi'</p> <p>rain, point, oil, wait, train, coin, join, paid, afraid, soil</p>	<p>Step 14: Words with the split digraph 'u_e'</p> <p>June, rude, tube, flume, huge, rule, use, tune, flute, plume</p>	<p>Step 20: Words where the digraph 'er' is unstressed</p> <p>better, summer, sister, after, never, under, winter, brother, ever, river</p>	<p>Step 26: Words where the digraph 'ow' makes an /ow/ or /oa/ sound</p> <p>down, town, frown, how, brown, own, grow, show, blow, snow</p>	<p>Step 32: Words with the digraph 'or' and the trigraph 'ore'</p> <p>forty, morning, north, torn, horse, more, score, before, wore, shore</p>
<p>Step 3: Words with the 'tch' trigraph</p> <p>catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch</p>	<p>Step 9: Words with the digraphs 'ay' and 'oy'</p> <p>day, play, cowboy, enjoy, stay, toy, joy, clay, say, way</p>	<p>Step 15: Words with the digraph 'ar'</p> <p>car, jar, park, arm, garden, hard, dark, stars, art, shark</p>	<p>Step 21: Words with the digraphs 'ir' and 'ur'</p> <p>girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday</p>	<p>Step 27: Words ending in 'y' /ee/ and 've' /v/</p> <p>very, happy, funny, party, family, give, have, love, shove, dove</p>	<p>Step 33: Words where the digraphs 'aw' and 'au' make an /or/ sound</p> <p>saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut</p>
<p>Step 4: Adding '-s' and '-es' to make plurals</p> <p>flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches</p>	<p>Step 10: Words with the split digraph 'a_e'</p> <p>made, take, came, mistake, same, safe, awake, snowflake, rake, plate</p>	<p>Step 16: Words with the digraph 'ee'</p> <p>feel, tree, green, meet, week, see, free, sheet, feet, seek</p>	<p>Step 22: Words where the digraph 'oo' makes an /oo/ sound</p> <p>food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom</p>	<p>Step 28: Words with the digraphs 'ue' and 'ew'</p> <p>Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new</p>	<p>Step 34: Words with the trigraphs 'air' and 'ear'</p> <p>air, pair, chair, fairy, hairy, ear, hear, year, near, clear</p>
<p>Step 5: Adding the suffixes '-ing' and '-ed'</p> <p>looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed</p>	<p>Step 11: Words with the split digraph 'e_e'</p> <p>even, complete, delete, Chinese, these, evening, eve, athlete, extreme</p>	<p>Step 17: Words where the digraph 'ea' makes an /ee/ sound</p> <p>each, peach, reach, teach, lead, leaf, leap, beak, squeak, real</p>	<p>Step 23: Words where the digraph 'oo' makes an /u/ sound</p> <p>book, cook, foot, wood, good, shook, brook, stood, took, wool</p>	<p>Step 29: Words where the digraph 'ie' makes an /igh/ sound</p> <p>lie, tie, pie, cried, tried, died, spied, fried, dried, tied</p>	<p>Step 35: Words where the trigraphs 'ear' and 'are' make an /air/ sound</p> <p>bear, wear, pear, bare, care, scare, share, hare, mare, dare</p>
<p>Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est'</p> <p>fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock</p>	<p>Step 12: Words with the split digraph 'i_e'</p> <p>five, ride, like, time, side, slide, spike, trike, fire, mine</p>	<p>Step 18: Words where the digraph 'ea' makes an /e/ sound</p> <p>head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf</p>	<p>Step 24: Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p> <p>goes, goat, boat, dominoes, woe, toe, doe, road, soap, coat</p>	<p>Step 30: Words where 'ie' makes an /ee/ sound</p> <p>chief, thief, piece, brief, handkerchief, field, belief, priest, shield, grief</p>	<p>Step 36: Words with the digraphs 'ph' and 'wh'</p> <p>dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why</p>

*To be reviewed against Little Wandle