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|  | **Y2 Long term English Planning** |
| Text Structure | **Fiction: To entertain****Expected:** 1. **Secure use of planning tools**: Story map / story mountain / story grids/ ’Boxing-up’ grid
2. **Plan opening** around character(s), setting, time of day and type of weather

**Introduce:**1. **Understanding and use 5 parts to a story with more complex vocabulary:**
* *Opening e.g. In a land far away…. One cold but bright morning…..*
* *Build-up e.g. Later that day*
* *Problem / Dilemma e.g. To his amazement*
* *Resolution e.g. As soon as*
* *Ending e.g. Luckily, Fortunately. Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.*

**Non-fiction: To inform****Expected:**1. **Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid
2. **The consistent use of present tense** versus past tense throughout texts
3. **Use of the progressive form of verbs** in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

**Continue from Year 1 and introduce:**1. **Introduction:**
* Title
* Opening question
1. **Middle section(s):**
* Group related ideas / facts into paragraphs
* Sub headings to introduce sentences /paragraphs
* Use of lists – what is needed / lists of steps to be taken
1. **Ending**
* Make final comment to reader: Extra tips! / Did-you-know? Facts / True or false?
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| Sentence Construction | **Expected:**1. **Types of sentences:** Statements / Questions / Exclamations / commands
2. **Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so
3. **Additional subordinating conjunctions**: while, when, that, if, until
4. **Expanded noun phrases:** *the blue butterfly, plain flour*

**Introduce / consolidate from Y1:**1. **List of 3** for description with a comma:
* He wore old shoes, a dark cloak and a red hat.
1. **Also as openers:** *While… When… Where…*
2. **-‘ly’ openers:** *Fortunately,…Unfortunately, Sadly,… , carefully*
3. **Noun sentence openers**
4. **Embellished simple sentences** using adjectives and adverbs e.g.
* *The small boys peeped inside the dark cave.*
* *Tom quickly ran down the steep hill.*
1. **Complex sentences:** Use of ‘who / which’ (relative clause) – commas not used
* Sam, who was lost, sat down and cried.
* The fire, which started in Puddling Lane, spread quickly.
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| Word – language | **Expected:**1. **Prepositions**: inside outside towards across under
2. **Two adjectives to describe a noun**: The scary, old woman
3. ***How the prefix un– changes the meaning of verbs and adjectives*** *(negation, e.g. unkind, or undoing, e.g. untie the boat)*
4. **Suffixes:** -ness, -er, -ful, -less **, -**est, -ly
5. **Apostrophes for contraction and their meaning:** can’t, I’ll, I’m
6. **Homophones –** and correct use of simple ones: there / their etc.

**Introduce / consolidate:**1. **Apostrophes for possession –** singular
2. **Determiners:** *the a my your an this that his her their some all lots of many more those these*
3. **Alliteration:** dangerous dragon*,* slimy snake
4. **Similes using as….:**as tall as a house, as red as a radish
5. **Adverbs for description**: The snow fell gently
6. **Adverbs for information**: Lift the pot carefully
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| Handwriting | **Expected:**1. Form capital letters, lower case letters and digits of the correct size and orientation
2. Form letters with the correct relationship to each other
3. Use spacing between words that reflects the size of letters
4. Most letters will be correctly joined using cursive script
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| Spelling | **Expected:**1. Letters and sounds – phase 6
2. Spell many words with correct graphemes.
3. Use phonetically plausible attempts with other words.
4. Spell many common exception words using Y1/2 list.
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| Punctuation | **Expected:**1. Capital Letters: *all uses*
2. Full stops
3. Finger spaces
4. Question marks
5. Exclamation marks
6. Commas in a list
7. Apostrophes for contraction and singular possession

**Introduce / consolidate:**1. Speech bubble
2. Bullet points
3. Speech marks / inverted commas
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| terminology | **Expected:****YR:**1. Finger spaces
2. Letter
3. Word
4. Sentence
5. Full stops
6. Capital letter

**Y1**1. Punctuation
2. Question mark
3. Exclamation mark
4. Speech bubble
5. Bullet points
6. Singular/ plural

**Y2**1. Noun / noun phrase
2. Adjective
3. Verb
4. Adverb
 | 1. Conjunction
2. Commas
3. Apostrophe – contraction / possession
4. Statement
5. Question
6. Exclamation
7. Command
8. Suffix
9. Compound
10. Tense
11. homophone

**Introduce / Consolidate:**1. Alliteration
2. Similie
3. Inverted commas
4. Proof read
5. Edit
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