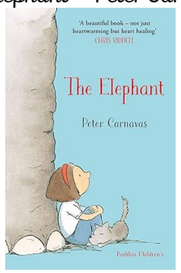
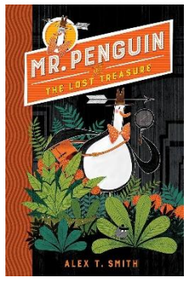
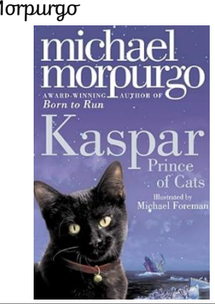
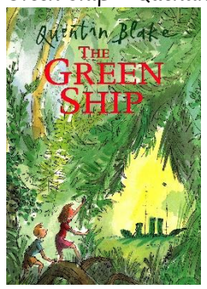
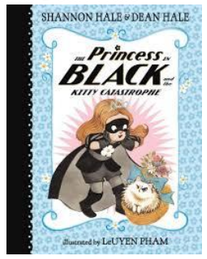
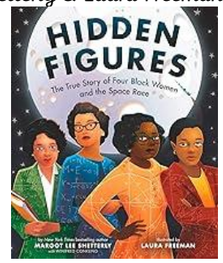
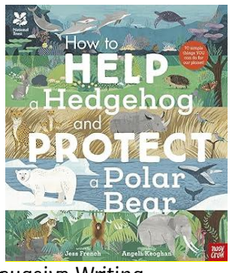
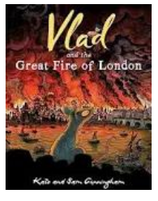
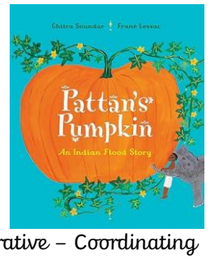
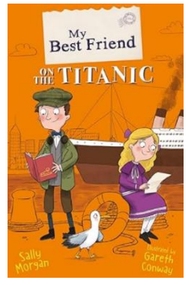
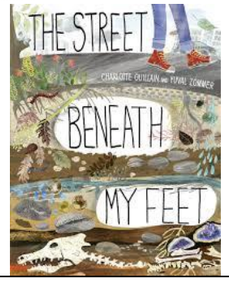
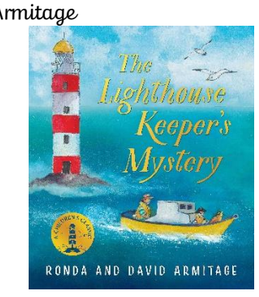
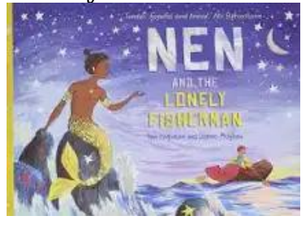
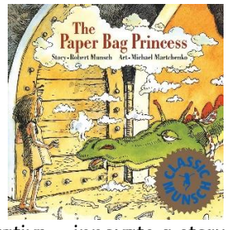
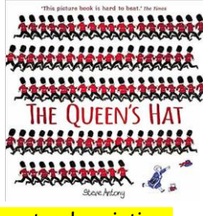
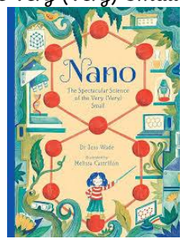
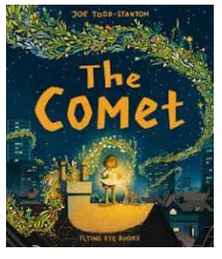
Year 2 English LTP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	The History of Emergency Services Living Things and their Habitats	Continents and Oceans Animals including Humans	The Titanic Everyday Use of Materials	Seasides Plants	Kings and Queens and Castles Minibeasts	Contrasting Places in Kenya. Inventors
Whole Class Reading Texts		The Elephant – Peter Carnavas 	Mr Penguin and the Lost Treasure – Alex T. Smith 	Kaspar Prince of Cats – Michael Morpurgo 	The Green Ship – Quentin Blake 	The Princess in Black – Shannon Hale and Dean Hale 	Hidden Figures – Margot Lee Shetterly & Laura Freeman 
Key texts/writing stimulus		How to Help a Hedgehog and Protect a Polar Bear – Jess French  Persuasive Writing Vlad and the Great Fire of London  Newspaper Writing	Meerkat Mail – Emily Gravett  Informal letters and postcards Pattan's Pumpkin – Chitra Soundar  Narrative – Coordinating conjunctions	My Best Friend on the Titanic – Sally Morgan  The Street Beneath my Feet (Look Closer) – Charlotte Guillian 	The Lighthouse Keeper's Mystery - Ronda and David Armitage  Nen and the Lonely Fisherman – Ian Eagleton 	The Paper Bag Princess - Robert Munsch  Narrative – innovate a story. The Queen's Hat – Steve Anthony  Character description.	Nano: The Spectacular Story of the Very (Very) Small  The Comet – Joe Todd Stanton 
Ongoing writing objectives throughout year	Year 2	**Ongoing objectives across the year:** • Develop positive attitudes to and stamina for writing by writing for different purposes • Before beginning to write consider 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 by evaluating their writing with the teacher and other pupils • Read aloud what they have written with appropriate intonation to make the meaning clear *Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written* • *language. (NC Reading non-statutory)*					

Year 2 English LTP

Composition	**Year 2**	• Write for different purposes, about real events and poetry • Write a narrative about personal experiences and those of fictional characters • Plan own writing using simple scaffold • Introduce the use of the suffix –ly to turn adjectives into adverbs • Practise proof reading to check for errors in punctuation and common known spellings • Re-read to check writing makes sense including appropriate content and consistency of grammar choices • Introduce how to make simple revisions to writing and continue to make simple corrections	• Write a coherent narrative • Write about real events and for different purposes, including poetry • Plan what they are going to write about • Re-read to check that their writing makes sense and verbs to indicate time are correct • introduce how to make simple additions to writing and continue to make simple corrections and revisions • Proof read to check for errors in spelling, grammar and punctuation	• Write for different purposes, about real events and poetry • Write a narrative about personal experiences and those of fictional characters • Plan own writing using simple scaffold • Introduce the use of the suffix –ly to turn adjectives into adverbs • Practise proof reading to check for errors in punctuation and common known spellings • Re-read to check writing makes sense including appropriate content and consistency of grammar choices • Introduce how to make simple revisions to writing and continue to make simple corrections	• Write a coherent narrative • Write about real events and for different purposes, including poetry • Plan what they are going to write about • Re-read to check that their writing makes sense and verbs to indicate time are correct • introduce how to make simple additions to writing and continue to make simple corrections and revisions • Proof read to check for errors in spelling, grammar and punctuation	• Writing own imaginary narrative plots • Writing about personal real experiences (chronological order) • Develop sentences in chronological order and maintain coherence throughout • Writing for different purposes: simple explanations • Vary sentence structures to engage the reader • Continue to check for sense and verbs to indicate time are in the correct tense • Proofread to check for errors in spelling, grammar and punctuation • Continue to make simple additions and revisions to enhance the writing and provide precise detail for the reader • Writing ideas down including new vocabulary before beginning to write • Leave spaces between words that reflect size of letters when publishing • Read aloud what they have written with appropriate intonation for meaning	• Writing own narrative based on familiar story • Continue to develop varied sentence structures with simple, compound and complex sentences • Reread writing is ensure sentences and whole composition is coherent and makes sense, including consistency of tense • Continue to leave spaces between words that reflect size of letters • Further embed making simple revisions and additions to compositions to improve overall composition • Writing for different purposes • Develop vocabulary choices
Grammar and punctuation	**Year 2** **New learning** **Recap/refine**	• Introduce and use different sentence forms: commands • Introduce and use subordinating conjunctions to join clauses (using when, because) in spoken and written forms • Vary sentence structure by include co-ordinating conjunctions • Revisit use of question sentences and demarcating with question marks • Continue to practise sentence demarcation • Use expanded noun phrases to describe	• Consistently apply sentence demarcation • Use sentences with different forms: statement, question, command • Introduce exclamations and revisit use of the exclamation mark • Extend the range of subordinating conjunctions to joining clauses (using when, if, that, or because) • Begin to use commas to separate items in a simple list • Use apostrophes to mark where letters are missing in spelling -contracted form	• Introduce and use different sentence forms: commands • Introduce and use subordinating conjunctions to join clauses (using when, because) in spoken and written forms • Vary sentence structure by include co-ordinating conjunctions • Revisit use of question sentences and demarcating with question marks • Continue to practise sentence demarcation • Use expanded noun phrases to describe • Introduce and use apostrophes to mark where letters are missing in spelling	• Consistently apply sentence demarcation • Use sentences with different forms: statement, question, command • Introduce exclamations and revisit use of the exclamation mark • Extend the range of subordinating conjunctions to joining clauses (using when, if, that, or because) • Begin to use commas to separate items in a simple list • Use apostrophes to mark where letters are missing in spelling -contracted form • Recognise apostrophes to mark singular possession	• Introduce the use of suffixes to form adjectives such as –ful/-less • Continue to use expanded noun phrases to add detail for the reader • Further develop application of the progressive verb form • Use exclamation sentences and exclamation marks to demarcate • Use co-ordinating & subordinating conjunctions to join clauses • Continue to embed range of sentence demarcation • Revisit and use commas to separate items in a list • Begin to use apostrophes to mark singular possession in nouns	• Use range of sentence types: statements, questions, exclamations and commands (where relevant) • Continue to embed range of basic sentence demarcation • Develop use of apostrophes to mark singular possession and contraction • Identify and maintain appropriate tense • Embed use of expanded noun phrase •

Year 2 English LTP

		• Introduce and use apostrophes to mark where letters are missing in spelling • Introduce the progressive form of past and present verb tenses	• Recognise apostrophes to mark singular possession • Continue to focus on the progressive form of past and present verbs • Use a range of coordinating and subordinating conjunctions to joining clauses	• Introduce the progressive form of past and present verb tenses	• Continue to focus on the progressive form of past and present verbs • Use a range of coordinating and subordinating conjunctions to joining clauses	• Continue to accurately use the range of sentence punctuation including capital • Explore and develop expanding noun phrase and alternative adjectives •	

Rainbow Grammar

Join 2 main clauses with a coordinating conjunction
The clouds covered the moon so the night turned black.

Compose a simple command that starts with a verb
Look out for ghosts.

Use the following question words to compose a question
how what when where which who whose why

Use 'how' and 'what' to compose an exclamation
What a spooky house this is.
How dark it is in here.

Begin a sentence with a fronted adverbial (an adverb or adverbial phrase) of time (when), place (where) or manner (how)
That night the moon shone.
In the sky the moon shone.
Silently a bat flew across the sky.

Use direct speech in a sentence, punctuating with inverted commas (speech marks)
"It's dark tonight" the boy said.

Use an adverbial clause after a main clause
The gate creaked when the boy pushed it.

Start a sentence with an adverbial clause
When the boy pushed it the gate creaked.

Use a comma between 2 adjectives
Thick, grey cobwebs covered everything.

Use commas in a list of nouns or noun phrases
The room was covered with dust, cobwebs and mould.

Show omission with an apostrophe
James wasn't scared.

Use an apostrophe to mark singular possession
The boy's heart pounded in his chest.

Understand a determiner as a single word that introduces a noun (an introducing word)

Know and use the following determiners (articles)
a an the

Know and use numerical determiners
one two three five ten twenty

Use adjectives of shape
flat round narrow straight

Use adjectives of character
cruel kind wicked brave

Use 2 adjectives before a noun
the **wise**, **old** king
a **sad**, **lonely** elf

Use comparative and superlative adjectives, adding the suffixes -er and -est

comparative	colder	hotter
superlative	coldest	hottest

Capitalise proper nouns (places)
The house stood at the end of Grey Street.

Understand a noun phrase as a group of words that describes a person, place or thing

Know that a noun phrase is constructed from determiners, adjectives and nouns

det	adj	n	noun phrase
the		cat	the cat
the	hungry	cat	the hungry cat
	hungry	cats	hungry cats

Understand *to be* and *to have* as verbs

to be	am	is	are	was	were
to have	have	has	had		

Use the past and present progressive tense to form actions in progress, using the form: *to be + -ing*

am eating	are eating	is eating	was eating	were eating

Use the past and present tense consistently

Use imperative verbs to form commands
Wait for me outside!
Don't **eat** the cake.

Know and use the following prepositions

above	across	against	along	around	below	into	from	onto	past	through	to

Understand an adverb as a single word that describes how a verb happens

Use the -ly suffix to write adverbs of manner (how adverbs)

slow**ly**	happi**ly**	care**fully**
sudden**ly**	gent**ly**	greedi**ly**

Know and use the following coordinating conjunctions
or so

Know and use the following subordinating conjunctions
because if when