



St. John's English Long Term Plan: Year 2

Refer to the 'Genre Progression of Knowledge' document for additional detail regarding the genre and required prior learning knowledge.

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Non-Fiction | | Developed Instructions. | Reports: Basic Non-Chronological Report. | | Developed Instructions. | Simple Recount. |
| Reading | | | <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways discussing how items of information are related | | | |
| Purpose | | Writing to Inform | Writing to Inform | Writing to Inform | Writing to Inform | Writing to Inform |
| Writer Knowledge | | <ul style="list-style-type: none"> developed sequencing with subordinating and coordinating conjunctions to join information and give reasons commas to separate items in a list | <ul style="list-style-type: none"> present tense opening questions concluding exclamatory sentence subordinating and coordinating conjunctions to join information and give reasons adverbs | <ul style="list-style-type: none"> past tense progressive forms of verbs exclamatory sentences to make personal comments subordinating and coordinating conjunctions to join information and give reasons use of noun phrases adverbs of time to sequence events | <ul style="list-style-type: none"> developed sequencing with subordinating and coordinating conjunctions to join information and give reasons commas to separate items in a list | <ul style="list-style-type: none"> past tense progressive forms of verbs exclamatory sentences to make personal comments subordinating and coordinating conjunctions to join information and give reasons use of noun phrases adverbs of time to sequence events |
| Poetry | Riddles | | | Diamantes | | |
| Reading | <ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting | | | <ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting | | |

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| | some, with appropriate intonation to make the meaning clear | | | some, with appropriate intonation to make the meaning clear | | |
| Writer Knowledge | <ul style="list-style-type: none">The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furryThe last line usually directly addresses the reader and uses a question: What is it? or Who am I?The mood of the poem is light hearted | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none">presented in the shape of a diamondSpecific line structure with precise verbs andEach line starts with a capital lettercommas are used between verbs and adjectivesno punctuation at the end of lines | | |
| Fiction Simple narrative and description | Genre: Finding Tale Model Text: Lost & Found Focus: Sequenced events Outcome: Innovated Story | Model Text: ‘The Nativity’ Outcome: Retell | Genre: Myths & Legends Model Text: The Crow’s Tale Focus: Description Outcome: Innovated Story | | <i>Independent writing opportunities to gather evidence for SATs</i> | Genre: Wishing Tale Model Text: Zog Focus: Outcome: Innovated Story |
| Reading | <ul style="list-style-type: none">discussing the sequence of events in books | | <ul style="list-style-type: none">becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesrecognising simple recurring literary language in stories and poetrydiscussing and clarifying the meanings of words, linking new meanings to known vocabularydiscussing their favourite words and phrases | | | <ul style="list-style-type: none">discussing the sequence of events in books |
| Purpose | Writing to Entertain | | Writing to Entertain | | | Writing to Entertain |
| Text Structure | As Year 1, plus: <ul style="list-style-type: none">characters simply developed (e.g. good or bad)language choices help create realistic | | As Year 1, plus: <ul style="list-style-type: none">characters simply developed (e.g. good or bad)language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. | | | As Year 1, plus: <ul style="list-style-type: none">characters simply developed (e.g good or bad)language choices help create realistic |

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| | sounding narratives. e.g. adverbs, adjectives, precise nouns. | | | | | sounding narratives. e.g. adverbs, adjectives, precise nouns. |
| Writer Knowledge Stories (inc. retelling); character descriptions; setting descriptions | <ul style="list-style-type: none">past tense and introduction to progressive past tenseadverbs of time to sequence eventsadverbs for additional detailbasic noun phrases to add descriptionsingular possessive apostropheapostrophe for contractionsimple co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctionscomparable adjectivesuse commas to separate items in a listchoose verbs for effectuse sentences with different forms: statement, question, exclamation or command | | <ul style="list-style-type: none">past tense and introduction to progressive past tenseadverbs of time to sequence eventsadverbs for additional detailbasic noun phrases to add descriptionsingular possessive apostropheapostrophe for contractionsimple co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctionscomparable adjectivesuse commas to separate items in a listchoose verbs for effect Use sentences with different forms: statement, question, exclamation or command | | | <ul style="list-style-type: none">past tense and introduction to progressive past tenseadverbs of time to sequence eventsadverbs for additional detailbasic noun phrases to add descriptionsingular possessive apostropheapostrophe for contractionsimple co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctionscomparable adjectivesuse commas to separate items in a listchoose verbs for effectuse sentences with different forms: statement, question, exclamation or command |
| Phonics & Spelling | <ul style="list-style-type: none">Polysyllabic wordsRevise common phase 5 GPC’s ai, a-e, ayRevise common phase 5 GPC’s ee, ea, e-e | <ul style="list-style-type: none">Revise common Phase 5 GPCs oo, ew, u-e, ueRevise common phase 5 GPC’s or, ore, oor, aw | <ul style="list-style-type: none">/r/ spelt ‘wr’/igh/ spelt ‘y’/ee/ spelt ‘ey’ at the end of a wordContractionsAdding suffixes: ing/ed/er/est to | <ul style="list-style-type: none">The /or/ sound spelt ‘a’ before l and llThe /o/ is spelt with an ‘a’ after a ‘w’ or ‘qu’/3/ spelt ‘s’ | <ul style="list-style-type: none">Adding suffixes (-ing, -ed, -er, -est) to words ending in ‘y’ and understanding the suffix ruleAdding suffixes –ing, -ed, -er, -est, and –y to | <ul style="list-style-type: none">To spell plurals by adding ‘es’ correctly.To add suffixes‘-ment’ and ‘-ness’The /l/ or /əl/ sound spelt ‘-al’ at the end of words |

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| | <ul style="list-style-type: none">Revise common phase 5 GPC's oa, o-e, o, ow, oeRevise common phase 5 GPC's ie, igh i-e, yRevise common Phase 5 GPCs oo, ew, u-e, ue | <ul style="list-style-type: none">/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'/s/ sound spelt 'c' before 'e', 'i' and 'y'/n/ sound spelt 'kn' and 'gn' at the beginning of wordsHomophones | <ul style="list-style-type: none">words ending in 'e' with a consonant before itAdding 'y' to words ending in 'e' with a consonant before it | <ul style="list-style-type: none">Adding -es to words ending in the consonant 'y'.The possessive apostrophe (Singular nouns)Words ending in 'tion' | <ul style="list-style-type: none">words of one syllable ending in a single consonant letter after a single vowel/l/ spelt le or el at the end of wordsAdding suffixes '-ful', '-less' and '-ly'/or/ spelt 'ar' after w./er/ spelt 'or' after a 'w' | <ul style="list-style-type: none">/l/ or /əl/ sounds spelt 'il' at the end of words/u/ sound spelt 'o' |
| Handwriting | form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. | | | | | start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined |
| Terminology | noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma | | | | | |