



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
Non-Fiction		Developed Instructions.	Reports: Basic Non-Chronological Report.	Simple Recount.		Recount: Diary Entry
Reading		<ul style="list-style-type: none"> being introduced to non-fiction texts that are structured in different ways 	<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 	<ul style="list-style-type: none"> being introduced to non-fiction texts that are structured in different ways 		<ul style="list-style-type: none"> being introduced to non-fiction texts that are structured in different ways
Purpose		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"> 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 		

	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"> describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furry last line usually directly addresses the reader and uses a question: What is it? or Who am I? mood of the poem is light hearted 			<ul style="list-style-type: none"> presented in the shape of a diamond specific line structure with precise verbs and adjectives lines start with a capital letter commas are used between verbs and adjectives no 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: sequenced narrative Outcome: Innovated Story	
Reading	<ul style="list-style-type: none"> discussing the sequence of events in books discussing their favourite words and phrases 	<ul style="list-style-type: none"> discussing the sequence of events in books becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 		<ul style="list-style-type: none"> discussing the sequence of events in books discussing their favourite words and phrases 	
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 sounding 	

	sounding narratives e.g. adverbs, adjectives, precise nouns.				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 tense adverbs of time to sequence events adverbs for additional detail basic noun phrases to add description singular possessive apostrophe apostrophe for contraction simple co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctions comparable adjectives use commas to separate items in a list choose verbs for effect use sentences with different forms: statement, question, exclamation or command 	<ul style="list-style-type: none"> past tense adverbs of time to sequence events adverbs for additional detail basic noun phrases to add description apostrophe for contraction simple co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctions comparable adjectives choose 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 tense adverbs of time to sequence events adverbs for additional detail basic noun phrases to add description singular possessive apostrophe apostrophe for contraction simple co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctions comparable adjectives use commas to separate items in a list choose 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 tense adverbs of time to sequence events adverbs for additional detail basic noun phrases to add description singular possessive apostrophe apostrophe for contraction simple co-ordinating (or, and, but) and subordinating (when, if, that, because) conjunctions comparable adjectives use commas to separate items in a list choose verbs for effect use sentences with different forms: statement, question, exclamation or command 	
Phonics & Spelling *Statutory spelling list taught throughout	<ul style="list-style-type: none"> polysyllabic words revise common phase 5 GPC's ai, a-e, ay revise common phase 5 GPC's ee, ea, e-e revise common phase 5 GPC's oa, o-e, o, ow, oe revise common phase 5 GPC's ie, igh i-e, y revise common Phase 5 GPCs oo, ew, u-e, ue 	<ul style="list-style-type: none"> revise common Phase 5 GPCs oo, ew, u-e, ue revise common phase 5 GPC's or, ore, oor, aw /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' 	<ul style="list-style-type: none"> /r/ spelt 'wr' /igh/ spelt 'y' /ee/ spelt 'ey' at the end of a word contractions adding suffixes: ing/ed/er/est to words ending in 'e' with a consonant before it adding 'y' to words ending in 'e' with a consonant before it 	<ul style="list-style-type: none"> /or/ spelt 'a' before l and ll /o/ spelt with an 'a' after a 'w' or 'qu' /z/ spelt 's' adding -es to words ending in 'y'. possessive apostrophe (singular nouns) words ending in 'tion' 	<ul style="list-style-type: none"> adding suffixes (-ing, -ed, -er, -est) to words ending in 'y' and understanding the suffix rule adding suffixes (-ing, -ed, -er, -est, and -y) to words of one syllable ending in a single consonant letter after a single vowel 	<ul style="list-style-type: none"> spell plurals by adding 'es' correctly. add suffixes '-ment' and '-ness' /l/ or /əl/ sound spelt '-al' at the end of words /l/ or /əl/ sounds spelt '-il' at the end of words /u/ sound spelt 'o'

		<ul style="list-style-type: none"> • /s/ sound spelt 'c' before 'e', 'i' and 'y' • /n/ sound spelt 'kn' and 'gn' at the beginning of words • homophones 			<ul style="list-style-type: none"> • /l/ spelt le or el at the end of words • adding suffixes '-ful', '-less' and '-ly' • /or/ spelt 'ar' after w • /er/ spelt 'or' after a 'w' 	
Handwriting	<ul style="list-style-type: none"> • 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 				<ul style="list-style-type: none"> • 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					