



# English Curriculum

## Long Term Plan - 2025-2026 - Year 2

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text/Book/Poem</b>	Sound Collector - Roger McGough Katie in London	Monstersaurus Toby and the Great Fire of London	Own fact file - model text	Our own story Titanic Voyage	Continents Mrs Sprocket's Strange Machine- Michaela Morgan	The Wolf's Story
<b>Genres/ Writing Outcomes</b>	Poetry - Shorter unit Narrative	Instructions	Fact files	Narrative Personal recount - short burst write based on visitor	Letter Writing Poetry - shorter unit	Narrative - Traditional tale
<b>Class read</b>	A selection of nursery rhymes and traditional tales.	Emily Brown and the Thing by Cressida Cowell Flower by John Light Dr Xargle's Book of Earthlets by Jeanne Willis	Amazing Grace by Mary Hoffman  The Hodgeheg by Dick King Smith	The Giraffe and the Pelly and me by Roald Dahl	George's Marvellous Medicine (Inventors link)	The three little wolves and the big bad pig & other modern takes on traditional stories  Who's afraid of the big bad book?
<b>Reading Skills</b>	I can talk about and give an opinion on a range of texts  I can orally retell a story.  I know and recognise simple recurring literary language in stories and poetry.  I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate	I can talk about and give an opinion on a range of texts.  I can discuss a sequence of events in books and how they are related to each other.  I can answer and ask appropriate questions and make predictions on the basis of what has been read so far	I can use prior knowledge and context and vocabulary explored to understand texts.  I can talk about favourite words and phrases.  I can answer and ask appropriate questions and make predictions on the basis of what has been read so far  I can draw simple inferences from illustrations, events and	I can retell orally some stories, including fairy stories and traditional tales  I can talk about favourite words and phrases.  I can answer and ask appropriate questions and make predictions on the basis of what has been read so far  I can draw simple inferences from illustrations, events	I can talk about and give an opinion on a range of texts  I know and recognise simple recurring literary language in stories and poetry.  I can use prior knowledge and context and vocabulary explored to understand texts  I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with	I can retell orally stories, including traditional tales  I know and recognise simple recurring literary language in stories and poetry.  I can use prior knowledge and context and vocabulary explored to understand texts  I can draw simple inferences from illustrations, events



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	intonation to make the meaning clear		characters' actions and speech	and characters' actions and speech	appropriate intonation to make the meaning clear	and characters' actions and speech
Writing Composition	<u>Planning writing</u> I can plan and say aloud what I am going to write about.	<u>Planning writing</u> I can plan and say aloud what I am going to write about.	<u>Planning writing</u> I can plan and say aloud what I am going to write about.	<u>Planning writing</u> I can write ideas and or key words including new vocabulary.	<u>Planning writing</u> I can plan what I am going to say sentence by sentence.	<u>Planning writing</u> I can plan what I am going to say sentence by sentence.
	<u>Draft &amp; Write</u> I can write short narratives  I can write poetry.	<u>Draft &amp; Write</u> I can write about real events.  I can write for different purposes. (Instructions)	I can write ideas and or key words including new vocabulary.  <u>Draft &amp; Write</u> I can write for different purposes (Letter/Fact file)	I can plan what I am going to say sentence by sentence.  <u>Draft &amp; Write</u> I can write about real events.  I can write a story.	I can write ideas and or key words including new vocabulary.  <u>Draft &amp; Write</u> I can write for different purposes (Fact file)  I can write poetry.	I can write ideas and or key words including new vocabulary.  <u>Draft &amp; Write</u> I can write narratives about personal experiences and those of others, both real and fictional.
	<u>Evaluate and edit</u> I can evaluate my writing with the teacher and make simple additions, revisions and corrections.	<u>Evaluate and edit</u> I can proof-read to check for errors in spelling, grammar and punctuation.	<u>Evaluate and edit</u> I can re-read my writing to check it makes sense.  I can proof-read to check for errors in spelling, grammar and punctuation.  I can read aloud what I have written with appropriate intonation to make the meaning clear.	<u>Evaluate and edit</u> I can evaluate my writing with the teacher and make simple additions, revisions and corrections.  I can proof-read to check for errors in spelling, grammar and punctuation.	<u>Evaluate and edit</u> I can evaluate my writing with my peers and make simple additions, revisions and corrections  I can re-read to check that my writing makes sense and that verbs used to indicate time are used correctly and consistently.	<u>Evaluate and edit</u> I can evaluate my own writing independently.  I can proof-read to check for errors in spelling, grammar and punctuation.



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<b>Grammar &amp; Punctuation</b>	<p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p> <p>I can use subordination (because) and co-ordination (and, but)</p> <p>I consistently use the present tense and past tense correctly.</p>	<p>I can write exclamation sentences</p> <p>I can use subordination and co-ordination. (when, or)</p> <p>I can write different sentence forms (Statements/Questions/Exclamations)</p> <p>Instructions - I can write commands</p> <p>I consistently use the present tense and past tense correctly.</p>	<p>I can use commas to separate items in a list.</p> <p>I can use subordination (if, so that) and co-ordination. (or)</p> <p>I can write different sentence forms (Statements/Questions/Exclamations &amp; commands)</p> <p>I consistently use the present tense and past tense correctly.</p>	<p>I can use commas to separate items in a list.</p> <p>I can use subordination and co-ordination. (and, but, because, so, who, or, which, if)</p> <p>I can use expanded noun phrases</p> <p>I can use the progressive forms of verbs in the present and past tense (is/are/was, were)</p>	<p>I can use a range of subordination and co-ordination. (and, but, because, so, who, or, which, if)</p> <p>I can use expanded noun phrases</p> <p>I consistently use the present tense and past tense correctly.</p> <p>I can use the progressive forms of verbs in the present and past tense (is/are/was, were)</p>	<p>I can use expanded noun phrases</p> <p>I consistently use the present tense and past tense correctly.</p> <p>I can use the progressive forms of verbs in the present and past tense (is/are/was, were)</p> <p>I can use a range of subordination and co-ordination. (and, but, because, so, who, or, which, if)</p>
<b>transcription</b>	<p>I can recognise and write some homophones and near-homophones</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>I can spell words with contracted forms</p>	<p>I can spell more words with contracted forms</p> <p>I can recognise and write more homophones and near-homophones</p>	<p>I can use a possessive apostrophe (singular)</p>	<p>I can use apostrophes for possessive and contracted form</p>

<p><b>Spelling</b></p> <p>*Taught throughout the year including RWI Spelling*</p>	<ul style="list-style-type: none"> <li>- Spell by: <ul style="list-style-type: none"> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- Learning to spell common exception words</li> </ul> </li> <li>- Write from memory sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
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