



# 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<br>Katie in London   | Monstersaurus<br>Toby and the Great Fire of London  | Own fact file - model text   | Our own story<br>Titanic Voyage   | Continents<br>Mrs Sprocket's Strange Machine- Michaela Morgan   | The Wolf's Story   |
| <b>Genres/ Writing Outcomes</b> | Poetry - Shorter unit<br>Narrative   | Instructions  | Fact files   | Narrative<br>Personal recount - short burst write based on visitor  | Letter Writing<br>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<br>Flower by John Light Dr Xargle's Book of Earthlets by Jeanne Willis   | Amazing Grace by Mary Hoffman<br>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<br><br>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<br><br>I can orally retell a story.<br><br>I know and recognise simple recurring literary language in stories and poetry.<br><br>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.<br><br>I can discuss a sequence of events in books and how they are related to each other.<br><br>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.<br><br>I can talk about favourite words and phrases.<br><br>I can answer and ask appropriate questions and make predictions on the basis of what has been read so far | I can retell orally some stories, including fairy stories and traditional tales<br><br>I can talk about favourite words and phrases.<br><br>I can answer and ask appropriate questions and make predictions on the basis of what has been read so far | I can talk about and give an opinion on a range of texts<br><br>I know and recognise simple recurring literary language in stories and poetry.<br><br>I can use prior knowledge and context and vocabulary explored to understand texts<br><br>I can increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate | I can retell orally stories, including traditional tales<br><br>I know and recognise simple recurring literary language in stories and poetry.<br><br>I can use prior knowledge and context and vocabulary explored to understand texts<br><br>I can draw simple inferences from illustrations, events and |



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



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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>  |

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| <b>Spelling</b><br>*Taught throughout the year including RWI Spelling* | <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> <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> </li> </ul> |
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