



English Curriculum

Long Term Plan - 2026-2027 - Year 2

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text/Book/Poem	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	Jamaca	Mrs Sprocket's Strange Machine- Michaela Morgan The Wolf's Story
Genres/ Writing Outcomes	Poetry - Shorter unit Narrative	Instructions	Fact files	Narrative Personal recount - short burst write based on visitor	Letter Writing	Poetry - shorter unit Narrative - Traditional tale
Reading Skills	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 intonation to make the meaning clear	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 characters' actions and speech	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 and characters' actions and speech	I can talk about and give an opinion on a range of texts I can use prior knowledge and context and vocabulary explored to understand texts I can answer and ask appropriate questions and make predictions on the basis of what has been read so far	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 and characters' actions and speech I can increase repertoire of poems learnt by heart, appreciating these and reciting some,



English Curriculum

Long Term Plan - 2026-2027 - Year 2

						with appropriate intonation to make the meaning clear
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 & Write</u> I can write short narratives I can write poetry.	<u>Draft & 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 & 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 & 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 & Write</u> I can write for different purposes (Letter writing)	I can write ideas and or key words including new vocabulary. <u>Draft & 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.	<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.	I can write poetry <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.



English Curriculum

Long Term Plan - 2026-2027 - Year 2

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

Spelling *Taught throughout the year including RWI Spelling*	- Spell by: - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - 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 - Learning to spell common exception words - Write from memory sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
---	---