

## Year 2 English Long Term Plan 2024- 2025

	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>
<b>Narrative</b>	<b>Stories with familiar settings (4 weeks)</b>		<b>Traditional and fairy tales (3 weeks)</b>	<b>Different stories on a theme (dragons) (3 weeks)</b>	<b>Narrative focus on structuring a story (3 weeks)</b>
<b>Suggested final written outcome</b>	Write a story with a clear beginning, middle and end following the structure of the key text. Focus on feelings and character description.		Look at a variety of traditional tales. Write an alternative version of a fairy tale. Focus on key features such a repetition and talking animals.	Explore a variety of dragon stories. Write a dragon story including a range of sentence types and descriptive vocabulary. Focus on verb agreement when using the past tense.	Children to predict events in the story as they read. Children to write their own story following the same structure as the original text. Focus on tense, conjunctions, adjectives, dialogues and adverbs of time and manner.
<b>Key Texts</b>	<i>Horrid Henry</i> - Francesca Simon <i>Once Upon An Ordinary School Day</i> – Colin McNaughton		<i>Tiger Child</i> - Joanna Troughton <i>Cinderella</i> , <i>Cinderboy</i> - Laurence Anholt, <i>Seriously, Cinderella is so Annoying</i> - Trisha Shaskan <i>Ella's Big Chance</i> - Shirley Hughes	<i>The Dragon Machine</i> - Helen Ward <i>The Knight Who Wouldn't Fight</i> - Helen Docherty <i>George and the Dragon</i> - Christopher Wormell <i>The Egg</i> - M. P. Robertson <i>Tell Me a Dragon</i> - Jackie Morris	<i>How to Catch a Star</i> – Oliver Jeffers
<b>Non-fiction</b>	<b>Recount (2 week)</b>	<b>Explanations (2 and 1/2 weeks)</b>	<b>Non-chronological report Nocturnal animals (3-4 weeks)</b>	<b>Instructions (2 weeks)</b>	<b>Non-chronological report (3 weeks)</b>
<b>Suggested final written outcome</b>	Write first person recounts (real and imagined). Children to write a first person diary in character using an extract from the film Toy Story. Include adverbs of time to aid sequencing, consistent tense and adjectives.	Write an explanation text- An owner's guide to looking after a monster. They will need to use conjunctions to extend sentences and explain. They will be using adjectives to create expanded noun phrases. There will be opportunities for editing. They will begin to understand how images are used in explanation texts (labelled diagrams and flow chart)	Write a simple non-chronological report incorporating labelled pictures, diagrams and lists as appropriate. Maintain consistency in non-narrative including purpose and tense.	Linked to science growing unit and D&T fruit salad. Listen to and follow a series of more complex instructions. Write a set of instructions for growing a plant and a recipe that includes diagrams.	Rainforest- link with science and geography. Write a non-chronological report about the rainforest focusing on the layers, animals, plants and threats. Drawing on information learnt on science and information topics. Introduce report openers and grouping information into paragraphs.

<b>Key Texts</b>	Toy Story Video extract.	<i>Monsters: An Owner's Guide</i> - Jonathon Emmett and Mark Oliver	A range of information books about nocturnal animals.	Range of instructions <i>Mr Wolf's Pancakes</i> - Jan Fearnley ( <a href="http://www.hungry-wolf.com">www.hungry-wolf.com</a> ) Video clip- <i>How to Catch a Dragon</i>	<i>The Great Kapok Tree</i> – Lynne Cherry
<b>Poetry</b>	<b>Unit 1: List Poems</b>  (2 weeks)	<b>Unit 2: Really Looking</b>  (2 weeks)			<b>Unit 3: Silly Stuff</b> <b>(2 weeks)</b>
<b>Suggested outcome</b>	Read list poems. Write and perform own versions of Roger McGough <i>The Colour Collector</i> and <i>Sound Collector</i> . Then look at a variety of list poems. The final written outcome will be a witch's shopping list.	Children to read and write descriptive free verse winter poems. Children must use adjectives and similes to describe winter.			Recite familiar poems by heart looking at rhyming, nonsense, tongue twisters and riddles. Children will write their own tongue twisters and version of <i>Humpty Dumpty Goes Bananas</i> (by Pie Corbett)
<b>Key Texts</b>	<i>Sound Collector and Colour Collector</i> - Roger McGough <i>January, Cold Desolate</i> - Christina Rossetti <i>Autumn Woods</i> - James S Tippett	<i>Jack Frost</i> - Cecily Pike <i>It's Snowing, It's Snowing</i> – Jack Prelutsky <i>Falling Snow</i> - anon			Poetry by a variety of authors. <i>The Works</i> by Paul Cookson <i>Humpty Dumpty Goes Bananas</i> - Pie Corbett
					<b>Take One Book (1 Week)</b> <i>That Rabbit Belongs to Emily Brown</i> - Cressida Cowell. Write a range of texts after reading <i>That Rabbit Belongs to Emily Brown</i> . Children to write a diary, letter, character profile and their own story based on the adventures of Emily Brown.
					<b>Take One Book (1 Week)</b> <i>The Great Kapok Tree</i> - Lynne Cherry Science/Geography link Children to write a setting description and persuasive poster.
<b>Read aloud books and excerpts from books</b>	<i>Horrid Henry</i> – Francesca Simon  See also the Literature Spine		<i>Owl that was Afraid of the Dark</i> - Jill Tomlinson. <i>Ella's Big Chance</i> – Shirley Hughes <i>Riley can be Anything</i> – Davina Hamilton		<i>Flat Stanley</i> -Jeff Brown <i>Stanley and the Magic Lamp</i> -Jeff Brown <i>That Rabbit Belongs to Emily Brown</i> – Cressida Cowell <i>Emily Brown and the Elephant Emergency</i> – Cressida Cowell <i>Cheer up your Teddy Bear</i> – Emily Brown <i>The Kapok Tree</i> – Lynne Cherry
<b>Focus Poet</b>	Roger McGough		Allan Ahlberg		Pie Corbett