



Town Lane Infant School
Long Term English Plan (2023)
Year 2

Topic	Autumn 1 Here I Am	Autumn 2 Looking Back	Spring 1 The House that Jack Built	Spring 2 Great Fire of London t	Summer 1 Hot Hot Ho	Summer 2 The Great British Summertime
Focus Texts	<p>Health week Instructions - link to H&S</p> <p>Information texts- Recount</p> <p>Poetry - Michael Rosen</p> <p>Stories with familiar settings- Funny Bones (link to science)</p> <p>Six Dinner Sid</p>	<p>Letters/diaries– Life in the trenches</p> <p>Information Writing</p> <p>The Little Red Hen and the Great War</p> <p>Stubby – Michael Foreman</p>	<p>Jack and the Baked Beanstalk</p> <p>Persuasive writing – building proposal</p>	<p>Samuel Pepys – diary</p> <p>Poetry – Silly Stuff</p>	<p>Stories from different cultures- The Hunter</p> <p>Non-fiction- non-chronological report -elephants</p>	<p>Author studies- CS Lewis (adventure stories)</p> <p>Roald Dahl</p> <p>Non-chronological report - bees</p>

Read Aloud Curriculum	<p><i>Other Michael Rosen poems</i></p> <p><i>Other Funnybones stories</i></p> <p><i>Other Allan Ahlberg stories eg – Burglar Bill, Happy Family stories Please Mrs Butler</i></p> <p>Growth Mindset stories – eg <i>The Dot, The Dandelion’s Big Dream</i></p> <p>Vocabulary – <i>The Word Collector</i></p>	<p><i>Where the Poppies Grow Remembering – The story of a soldier Major Glad, Major Dizzy</i></p> <p><i>From Me to You</i></p> <p><i>Walter Tull’s Scrapbook – Michaela Morgan</i></p> <p><i>The Lion and the Unicorn – Shirley Hughes</i></p> <p><i>Christmas stories</i></p>	<p><i>Traditional tales/alternative versions</i></p> <p><i>Who’s afraid of the quite nice wolf- Kitty Black</i></p> <p><i>Seriously Silly Stories</i></p>	<p><i>The Baker’s Boy and the Great Fire of London</i></p> <p><i>Toby and the Great Fire of London</i></p> <p><i>Poetry eg Dr Seuss</i></p>	<p><i>Elephants in Danger</i></p> <p><i>Elephant story</i></p> <p><i>Elephants-Steve Bloom</i></p> <p><i>The World in Danger-Frankie Morland</i></p> <p><i>Mama Panya’s Pancakes-Mary and Rich Chamberlain</i></p> <p><i>The Ugly Five – Julia Donaldson</i></p>	<p><i>George’s Marvellous Medicine</i></p> <p><i>Choose from –</i></p> <p><i>The Magic Finger</i></p> <p><i>The Twits</i></p> <p><i>Fantastic Mr Fox</i></p> <p><i>The Bee Book Charlotte Milner</i></p> <p><i>Big Book of Bugs Yuval Zommer</i></p> <p><i>Bug Hotel Libby Walden</i></p> <p><i>Moth Isabel Thomas</i></p>
Ongoing Read Aloud - Reflecting Realities	<p><i>Is it a Mermaid? Candy Gourlay</i></p> <p><i>Harriet gets Carried Away – Jessie Sima</i></p> <p><i>My beautiful voice-Joseph Coelho and Alison Colpoys</i></p> <p><i>Ruby’s Worry-Tom Percival</i></p> <p><i>The Proudest Blue-Ibtihaj Muhammed</i></p> <p><i>And Tango makes three-Justin Richardson</i></p> <p><i>The Boys/The girls-Lauren Ace,</i></p>					

	<i>My must have Mum-Maudie Smith</i> <i>My 2 grannies-Floella Benjamin</i> <i>Eyes that kiss in the corners-Joanna Ho</i> <i>Julian is a Mermaid-Jessica Love</i> <i>Tibble and Grandpa-Wendy Meddour</i> <i>It's a no Money Day Kate Milner</i> <i>My Name is not refugee-Kate Milner</i>					
Written Outcome	Poetry Instructions Story Recount - journal	Letter Diary Character description Information text Recount - journal	Story Non-chronological report Recount - journal	Character description Story writing Diary writing Building proposal Recount - journal	Diary Poetry	Story Information text
Word focus (See RWI and NNS)	<i>Nouns, adjectives</i> <i>Introduce adverbs</i>	<i>Nouns, adjectives, adverbs</i>	<i>Conjunctions</i> <i>Nouns, adjectives, adverbs</i>	<i>Conjunctions</i> <i>Nouns, adjectives, adverbs</i>	<i>Conjunctions</i> <i>Nouns, adjectives, adverbs</i> <i>Add suffixes to spell longer words</i>	<i>Conjunctions</i> <i>Nouns, adjectives, adverbs</i> <i>Add suffixes to spell longer words</i>
Sentence Focus	<i>Use noun phrases to describe and specify</i> <i>Sentence type - commands</i>	<i>Expanded noun phrases to describe and specify</i> <i>Identify different sentences with different forms: statement, question,</i>	<i>Use subordination (using when, if, that, or because)</i> <i>Use the present and past tenses correctly and consistently including the progressive form.</i>	<i>Use expanded noun phrases.</i> <i>Use the present and past tenses correctly and consistently</i>	<i>Use past and present tense.</i> <i>Expanded noun phrases</i> <i>Use different sentence forms</i>	<i>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i> <i>Apply different sentence types</i>

		<p><i>exclamation, command.</i></p> <p><i>Learn to use co-ordination (using or, and, or but)</i></p> <p><i>Use the present and past tenses correctly and consistently</i></p>	<p><i>Use expanded noun phrases to describe and specify</i></p>	<p><i>including the progressive form.</i></p> <p><i>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p> <p><i>Apply different sentence types</i></p>	<p><i>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p>	<p><i>Expanded noun phrases</i></p>
<p>Text Focus</p>	<p><i>Planning or saying out loud what they are going to write about</i></p>	<p><i>Plan by saying out loud what they are going to write about and making simple additions, revisions and corrections to their own writing.</i></p>	<p><i>Make simple additions, revisions and corrections to work</i></p> <p><i>Research skills, recording ideas/key words and new vocab.</i></p>	<p><i>Recognise simple recurring literary language in stories and poetry.</i></p> <p><i>Planning what they are going to write about</i></p>	<p><i>Writing for different purposes</i></p> <p><i>Write in the first person</i></p> <p><i>Plan by saying out loud what they are going to write about and making simple additions, revisions and corrections to their own writing.</i></p> <p><i>Learn to appreciate rhymes and poems and to recite some by heart.</i></p>	<p><i>Research skills, recording ideas/key words and new vocab.</i></p> <p><i>Planning own story</i></p> <p><i>Make simple additions, revisions and corrections</i></p>

Punctuation Focus	<p><i>Introduce apostrophes for contractions</i></p> <p><i>Use both familiar and new punctuation correctly (full stops, capital letters, question marks)</i></p>	<p><i>Use both familiar and new punctuation correctly</i></p> <p><i>Introduce exclamation sentences</i></p>	<p><i>Use commas for listing things in sentences</i></p>	<p><i>Use apostrophes for contracted forms and the possessive (singular)</i></p> <p><i>Use both familiar and new punctuation correctly</i></p>	<p><i>Use both familiar and new punctuation correctly</i></p>	<p><i>Use both familiar and new punctuation correctly</i></p>
Speaking and Listening	<p><i>Listen to, discuss and express views about a wide range of contemporary poetry</i></p> <p><i>Performance poetry - gain, maintain and monitor the interest of the listener(s)</i></p>	<p><i>Participate in presentations, performances, role play and improvisations</i></p>	<p><i>Articulate and justify answers, arguments and opinions</i></p> <p><i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i></p>	<p><i>Participate in discussions, presentations and debates</i></p>	<p><i>Participate in presentations, performances, role play and improvisations</i></p>	<p><i>Speak audibly and fluently with an increasing command of Standard English</i></p>
Handwriting	<p>Writing letters with flicks o, x, w, v, r</p>	<p>Arm join to small letters</p>	<p>Underarm join to small letters</p>	<p>Washing line join to tall letters</p>	<p>Arm join to 'sister' letters</p>	<p>Underarm join to a 'sister' letter</p>

		Washing line join to small letters	Arm join to tall letters	Underarm join to tall letter	Washing line join to 'sister' letters	
<p>Example vocabulary from key texts (Teachers to choose words from books appropriate for own classes)</p>	<p>Funnybones <i>cellar</i></p>	<p>The Little Red Hen <i>companion</i> <i>foraging</i> <i>reluctantly</i> <i>scarce</i></p> <p>Stubby <i>alarmed</i> <i>resist</i> <i>horizon</i></p>	<p>Jack and the Baked Beanstalk</p> <p><i>flyover</i> <i>curious</i> <i>bathed</i> <i>tendrils</i></p> <p><i>proposal</i></p>	<p>Samuel Pepys (See history vocab)</p>	<p>The Hunter <i>mighty</i> <i>desperate</i> <i>mournful</i> <i>poachers</i></p>	<p>The Lion, the Witch and the Wardrobe</p> <p><i>disobey</i> <i>spiteful</i> <i>eternal</i> <i>enchantment</i></p> <p>George's Marvellous Medicine</p> <p>Generate words to describe Grandma e.g. spiteful, selfish, grouchy</p>
<p>Cross Curricular links</p>	<p>Science – Bodies / All about me</p>	<p>History – WW1</p>	<p>Geography – local area</p>	<p>History – The Great Fire of London</p>	<p>Science – Animal report</p>	<p>History – significant figures</p>