

Long term Literacy planning - Y2

Autumn Term

Class Text	Lunchtime	The Enormous Turnip	The day the crayons quit	Aaaaaarrghhh Spider!!!	Dinosaurs Galore	The Gruffalo's Child
GENRE	Recounts (2 weeks)	Narrative (Retelling) (2 weeks)	Letters (2 weeks)	Diary entry (2 weeks)	Fact Files (2 weeks)	Narrative (Own version) (2 weeks)
DURATION						
POSSIBLE TEXTS AND TOPICS	Class text Examples of recounts	Class text	Class text Examples of letters	Class text Examples of diary entries	Class text Examples of fact files	Class text
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> I can identify features of a sentence. I can punctuate sentences accurately. I can use capital letters for names of people, places and the personal pronoun I. <p>Spelling:</p> <ul style="list-style-type: none"> Phase 5 GPCs including polysyllabic words. Homophones Strategies to support spelling. 	<ul style="list-style-type: none"> I can use adjectives to describe nouns. I can use the conjunction 'and' to join words and clauses. I can add suffixes to root words. <p>Spelling:</p> <ul style="list-style-type: none"> Phase 5 GPCs. Common exception words. Strategies to support spelling. 	<ul style="list-style-type: none"> I can use expanded noun phrases to describe and specify. I can use capital letters for names of people, places and the personal pronoun I. I can punctuate sentences accurately. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. High frequency words. Homophones /ai/ spelt 'i' in common exception words. 	<ul style="list-style-type: none"> I can use the present and past tense correctly including the progressive form. I can use adjectives to describe nouns. I can add suffixes to root words. <p>Spelling:</p> <ul style="list-style-type: none"> Revision of Phase 5 GPCs Strategies to support spelling. Common exception and high frequency words. Homophones. 	<ul style="list-style-type: none"> I can use commas in lists. I can identify different types of sentences. I can use and spell compound nouns. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. /j/ sound spelt 'dge' and 'ge'. /s/ sound spelt 'c' before 'e', 'i' and 'y'. /n/ sound spelt 'kn' and 'gn'. Homophones 	<ul style="list-style-type: none"> I can use expanded noun phrases to describe and specify. I can use coordinating conjunctions to join clauses. I can use the present and past tense correctly including the progressive form. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. /ai/ sound spelt 'y'. Contractions /l/ sound spelt -le.
	To produce a	To produce a	To produce an exciting	To produce an	To produce an	To produce a

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OUTCOMES:	recount of the holidays or based on the class text.	retelling of the story the Enormous turnip.	letter replying to the crayons that quit.	exciting diary entry about a spider or from Guy Fawkes.	informative fact file about dinosaurs or the gun powder plot.	narrative story based on The Stick Man
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Spring Term

Class Text	The true story of the three little pigs		The Tunnel	Once upon an ordinary school day
GENRE	Narrative (fairy tales)	Non-chronological report	Narrative (Mystery stories)	Personal Narrative
DURATION	(2 weeks)	(2 weeks)	(2 weeks)	
POSSIBLE TEXTS AND TOPICS	Class text	Class text Examples of non-chronological reports.	Class text	Class text
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> I can identify features of a sentence. I identify and use adverbs to describe verbs. I can use expanded noun phrases to describe and specify. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. Adding 'ing', 'ed', 'er', 'est' to words ending in 'e'. Adding 'y' to words ending in 'e'. /i/ sound spelt 'ey' Homophones 	<ul style="list-style-type: none"> I can use commas in lists. I can identify different types of sentences. I can use and spell compound nouns. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. /r/ sound spelt 'wr'. Common exception words. Adding 'ing', 'ed', 'er', 'est' and 'y' to word of one syllable ending in a single consonant after a single vowel. Common exception words. 	<ul style="list-style-type: none"> I can use subordinating conjunctions to join clauses. I can use apostrophes for contraction. I can add suffixes to root words. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. /or/ sound spelt 'a' after 'w' and 'qu'. /z/ sound spelt 's'. Homophones 	<ul style="list-style-type: none"> I can use coordinating and subordinating conjunctions to join clauses. I can use apostrophes for possession. I can identify different types of sentences. <p>Spelling:</p> <ul style="list-style-type: none"> Strategies to support spelling. Adding 'es' to nouns and verbs ending in 'y'. Apostrophes for possession.

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OUTCOMES:	To produce a creative version of a fairy tale.	To produce an informative non-chronological report about a fairy tale character or a toy.	To produce a mystery story with a clear beginning, middle and end.	To produce a personal narrative with a clear beginning, middle and end.
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Summer Term

Class Text	Georges marvellous medicine			The Twits	
GENRE	Newspaper report (2 weeks)	Recipes (2 weeks)	Narrative (own version) (2 weeks)	Character description (2 weeks)	Acrostic Poems (2 weeks)
DURATION					
POSSIBLE TEXTS AND TOPICS	Class text Examples of newspaper reports.	Class text Examples of recipes	Class text	Class text	Class text Examples of poetry
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> • I can use apostrophes for contraction. • I can punctuate sentences accurately. • I can identify different types of sentences. <p>Spelling:</p> <ul style="list-style-type: none"> • Strategies for learning words this half term. • Adding suffixes 'ful', 'less' and '-ly'. • Contractions. 	<ul style="list-style-type: none"> • I identify and use adverbs to describe verbs. • I can use commas in lists. • I can identify features of a sentence. <p>Spelling:</p> <ul style="list-style-type: none"> • Strategies to support writing. • Strategies for learning words. • The /l/ or /el/ sound spelt 'el' at the end of words. • Adding endings '-ing', '-ed', '-er', and '-est' to 	<ul style="list-style-type: none"> • I can use coordinating and subordinating conjunctions to join clauses. • I can add suffixes to root words. • I can use expanded noun phrases to describe and specify. <p>Spelling:</p> <ul style="list-style-type: none"> • The /ɔ:/sound spelt 'a' before 'l' and 'll'. • The /ɔ:/ sound spelt 'ar' after 'w'. 	<ul style="list-style-type: none"> • I can use apostrophes for possession. • I can use coordinating and subordinating conjunctions to join clauses. • I can identify and use different types of sentences. <p>Spelling:</p> <ul style="list-style-type: none"> • The /ɜ:/ sound spelt 'or' after 'w'. • The possessive apostrophe (singular nouns). • The /l/ or /əl/ sound spelt '-al' at the end of words. • Common exception words. 	<ul style="list-style-type: none"> • I can use expanded noun phrases to describe and specify. • I can punctuate sentences accurately. • I can use commas in lists. <p>Spelling:</p> <ul style="list-style-type: none"> • Homophones. • /ʌ/ sound spelt 'o'. • /l/ or /əl/ sounds spelt 'il' at the end of words. • Revise Spellings and concepts that pupils need to secure from the Year 2 programme.

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	<ul style="list-style-type: none"> • Words ending '-tion'. • Dictionary skills. 	words ending in '-y'.	<ul style="list-style-type: none"> • Suffixes '-ment' and '-ness'. • Common exception words. 		
OUTCOMES:	To produce an informative newspaper report about the class text.	To produce a well-organised recipe to create a medicine.	To produce a creative narrative with a clear beginning, middle and end.	To produce a detailed character description about Mr Twit.	To produce a descriptive poem about the Twits or exploring.