


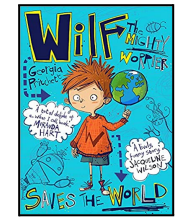
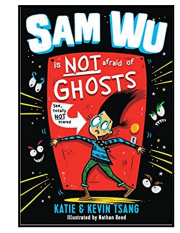
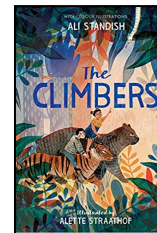
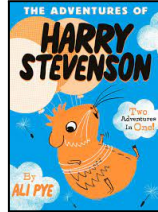
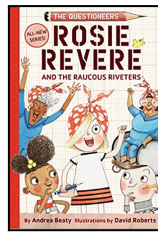
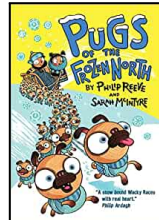
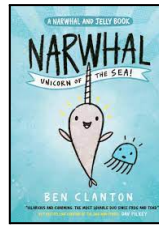
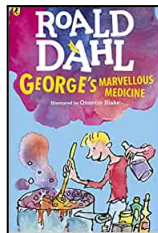
English Long Term Plan: Seacole Class (Year 2)

 Kirk Fenton CE PRIMARY SCHOOL	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
	Climate Justice (2 weeks) Hospitals and Healthcare: How has healthcare changed over time?	Poles Apart: How are the Polar regions changing?	Taking Flight: Who flew the first aeroplane and what happened?	Inspiring India: What is it like to live in India?	Fire, Fire! Why was the year 1666 important to London?	Marvellous Me: How can we keep our bodies and minds healthy?

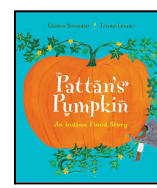
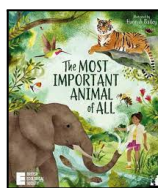
The Kirk Fenton CE Primary School curriculum has been designed with reading at its heart. We believe that reading is the key to all learning and that reading opens minds and hearts. We use carefully chosen, high quality texts representing the very best of contemporary children's literature, books from our literary heritage, poetry and non-fiction.


Reading for
pleasure

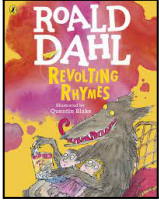

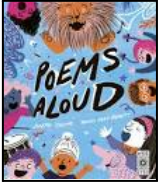
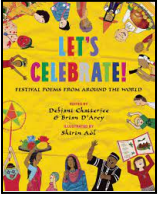
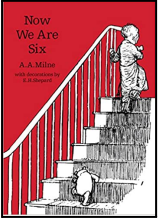
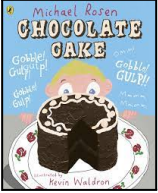
Basket of Brilliant Books: A Collection of classic children's picture books



Reading
across the
curriculum
(a selection of
some of the
books/extracts
studied across
the curriculum)



						
<p>Writing focus</p>	<p>Poetry - shape and acrostic (2 weeks)</p> <p>Humour story (3 weeks)</p> <p>Diary (2 weeks)</p>	<p>Setting description (3 weeks)</p> <p>Persuasive letter - formal (3 weeks)</p>	<p>Instructions - how to build (3 weeks)</p> <p>Adventure story (4 weeks)</p>	<p>Traditional Tale (3 weeks)</p> <p>Non-chron. report (3 weeks)</p>	<p>Diary (recount) (2 weeks)</p> <p>Explanation (3 weeks)</p>	<p>Moral Story (3 weeks)</p> <p>Poetry - Kennings (2 weeks)</p> <p>Book Reviews (2 weeks)</p>
<p>Published pieces</p>	<p>Poems An acrostic poem and a shape poem about tigers</p> <p>Humour story A humorous story about a magical mixture to share with Y1 children (1st person narrative)</p> <p>Diary A diary entry in role as Mary Seacole when she experienced racism (History)</p>	<p>Setting description A setting description for a chosen habitat to go in a non-fiction book. (Geography/Science)</p> <p>Persuasive letter A persuasive letter to the head teacher to reduce the use of plastics in school. (RSHE)</p>	<p>Instructions A set of instructions for how to make a paper helicopter to share with a family member. (D&T)</p> <p>Adventure story An adventure story with the theme of flight to go in a class story book collection (3rd person narrative).</p>	<p>Traditional tale A traditional tale set in India (3rd person narrative) (Geography)</p> <p>Non. chron report A non-chronological report about an Indian animal. (Science)</p>	<p>Diary (recount) A diary entry for Samuel Pepys recounting the events from the Great Fire of London. (History)</p> <p>Explanation An explanation text about how seeds grow. (Science)</p>	<p>Moral story A story about overcoming adversity/achieving a dream (1st person narrative)</p> <p>Poem A collection of kennings about sports. (PE)</p> <p>Book Review A review of the best book read during Year 2.</p>

<p>Focus poems and focus poetry books</p>						
<p>Spelling focus</p>	<ol style="list-style-type: none"> 1. Words where 'dge' makes a /j/ sound 2. Words where 'ge' makes a /j/ sound 3. Words where 'g' makes a /j/ sound 4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' 5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words 6. Challenge Words 	<ol style="list-style-type: none"> 7. Words where 'wr' makes a /r/ sound at the beginning of words 8. Words ending in 'le' 9. Words ending in 'el' 10. Words ending in 'al' 11. Words ending in 'il' 12. Challenge Words 	<ol style="list-style-type: none"> 13. Words where 'y' makes an /igh/ sound 14. Words where '-es' is added to words ending in 'y' 15. Words where '-ed' is added to words ending in 'y' 16. Words where '-er' and '-est' are added to words ending in 'y' 17. Words where '-ing' is added to words ending in 'e' 18. Challenge Words 	<ol style="list-style-type: none"> 19. Words where '-er', '-est' and '-ed' is added to words ending in 'e' 20. Words where '-ing' is added to single syllable words 21. Words where '-ed' is added to single syllable words 22. Words where 'a' makes an /or/ sound 23. Words where 'o' makes an /u/ sound 24. Challenge Words 	<ol style="list-style-type: none"> 25. Words where 'ey' makes an /ee/ sound 26. Words where 'a' makes an /o/ sound 27. Words where 'or' and 'ar' make an /er/ or /or/ sound 28. Words where 's' makes an /z/ sound 29. Words ending in '-ment' and '-ness' 30. Words ending in '-ful' and '-less' 	<ol style="list-style-type: none"> 31. Words that are homophones or near homophones 32. Words that are homophones or near homophones 33. Words ending in '-tion' 34. Words containing an apostrophe for contraction 35. Words containing an apostrophe for possession 36. Challenge Words
<p>Punctuation (Prior learning to consolidate in black; new learning in red)</p>	<p>(Y1) Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leave finger spaces between words</p> <p>(New learning) Use full stops, capital letters, exclamation marks, question marks. Use apostrophes to mark missing letters in contracted forms. Use the apostrophe to show singular possession. Use commas for lists.</p>					

<p>Grammar (Prior learning to consolidate in black; new learning in red)</p>	<p>(Y1) Join words and clauses using 'and'.</p> <p>(New learning) Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify. Use the present and past tenses correctly and consistently including the progressive form. Use subordination using when, if, that, or, because. Use coordination using or, and, but.</p>
<p>Handwriting (Prior learning to consolidate in black; new learning in red)</p>	<p>(Y1) Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>(New learning) Form lower-case letters of the correct size in relation to other letters. Use cursive joined script and know which letters not to join. Write capital letters, digits and lower case letters of the correct size, orientation and relationship to one another. Use spacing between words that reflects the size of the letter.</p>
<p>Terminology (Prior learning to consolidate in black; new learning in red)</p>	<p>(Y1) letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>(New learning) noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>
<p>KS1 Statutory Writing Assessment Objectives</p>	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.