

	Y2 Long term English Planning
Text Structure	<p><b>Fiction: To entertain</b></p> <p><b>Expected:</b></p> <ol style="list-style-type: none"> <li><b>Secure use of planning tools:</b> Story map / <b>story mountain</b> / <b>story grids</b> / 'Boxing-up' grid</li> <li><b>Plan opening</b> around character(s), setting, time of day and type of weather</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li><b>Understanding and use 5 parts to a story with more complex vocabulary:</b> <ul style="list-style-type: none"> <li><i>Opening e.g. In a land far away.... One cold but bright morning.....</i></li> <li><i>Build-up e.g. Later that day</i></li> <li><i>Problem / Dilemma e.g. To his amazement</i></li> <li><i>Resolution e.g. As soon as</i></li> <li><i>Ending e.g. Luckily, Fortunately. Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</i></li> </ul> </li> </ol> <p><b>Non-fiction: To inform</b></p> <p><b>Expected:</b></p> <ol style="list-style-type: none"> <li><b>Secure use of planning tools:</b> Text map / washing line / 'Boxing –up' grid</li> <li><b>The consistent use of present tense</b> versus past tense throughout texts</li> <li><b>Use of the progressive form of verbs</b> in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> </ol> <p><b>Continue from Year 1 and introduce:</b></p> <ol style="list-style-type: none"> <li><b>Introduction:</b> <ul style="list-style-type: none"> <li>Title</li> <li>Opening question</li> </ul> </li> <li><b>Middle section(s):</b> <ul style="list-style-type: none"> <li>Group related ideas / facts into paragraphs</li> <li>Sub headings to introduce sentences /paragraphs</li> <li>Use of lists – what is needed / lists of steps to be taken</li> </ul> </li> <li><b>Ending</b> <ul style="list-style-type: none"> <li>Make final comment to reader: Extra tips! / Did-you-know? Facts / True or false?</li> </ul> </li> </ol>
Sentence Construction	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li><b>Types of sentences:</b> Statements / Questions / Exclamations / commands</li> <li><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so</li> <li><b>Additional subordinating conjunctions:</b> while, when, that, if, until</li> <li><b>Expanded noun phrases:</b> <i>the blue butterfly, plain flour</i></li> </ol> <p><b>Introduce / consolidate from Y1:</b></p> <ol style="list-style-type: none"> <li><b>List of 3</b> for description with a comma: <ul style="list-style-type: none"> <li>- He wore old shoes, a dark cloak and a red hat.</li> </ul> </li> <li><b>Also as openers:</b> <i>While... When... Where...</i></li> <li><b>-ly' openers:</b> <i>Fortunately,...Unfortunately, Sadly,... , carefully</i></li> <li><b>Noun sentence openers</b></li> <li><b>Embellished simple sentences</b> using adjectives and adverbs e.g. <ul style="list-style-type: none"> <li><i>The small boys peeped inside the dark cave.</i></li> <li><i>Tom quickly ran down the steep hill.</i></li> </ul> </li> <li><b>Complex sentences:</b> Use of 'who / which' (relative clause) – commas not used <ul style="list-style-type: none"> <li>Sam, who was lost, sat down and cried.</li> <li>The fire, which started in Pudding Lane, spread quickly.</li> </ul> </li> </ol>
Word – language	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li><b>Prepositions:</b> inside outside towards across under</li> <li><b>Two adjectives to describe a noun:</b> The scary, old woman</li> <li><b>How the prefix un– changes the meaning of verbs and adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> <li><b>Suffixes:</b> -ness, -er, -ful, -less , -est, -ly</li> <li><b>Apostrophes for contraction and their meaning:</b> can't, I'll, I'm</li> </ol>

	<p><b>4. Homophones</b> – and correct use of simple ones: there / their etc.  <b>Introduce / consolidate:</b></p> <p><b>5. Apostrophes for possession</b> – singular  <b>6. Determiners:</b> <i>the a my your an this that his her their some all lots of many more those these</i>  <b>7. Alliteration:</b> dangerous dragon, slimy snake  <b>8. Similes using as....:</b>as tall as a house, as red as a radish  <b>9. Adverbs for description:</b> The snow fell gently  <b>10. Adverbs for information:</b> Lift the pot carefully</p>	
Handwriting	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. Form capital letters, lower case letters and digits of the correct size and orientation</li> <li>2. Form letters with the correct relationship to each other</li> <li>3. Use spacing between words that reflects the size of letters</li> <li>4. Most letters will be correctly joined using cursive script</li> </ol>	
Spelling	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. Letters and sounds – phase 6</li> <li>2. Spell many words with correct graphemes.</li> <li>3. Use phonetically plausible attempts with other words.</li> <li>4. Spell many common exception words using Y1/2 list.</li> </ol>	
Punctuation	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. Capital Letters: <i>all uses</i></li> <li>2. Full stops</li> <li>3. Finger spaces</li> <li>4. Question marks</li> <li>5. Exclamation marks</li> <li>6. Commas in a list</li> <li>7. Apostrophes for contraction and singular possession</li> </ol> <p><b>Introduce / consolidate:</b></p> <ol style="list-style-type: none"> <li>8. Speech bubble</li> <li>9. Bullet points</li> <li>10. Speech marks / inverted commas</li> </ol>	
terminology	<p><b>Expected:</b></p> <p><b>YR:</b></p> <ol style="list-style-type: none"> <li>1. Finger spaces</li> <li>2. Letter</li> <li>3. Word</li> <li>4. Sentence</li> <li>5. Full stops</li> <li>6. Capital letter</li> </ol> <p><b>Y1</b></p> <ol style="list-style-type: none"> <li>7. Punctuation</li> <li>8. Question mark</li> <li>9. Exclamation mark</li> <li>10. Speech bubble</li> <li>11. Bullet points</li> <li>12. Singular/ plural</li> </ol> <p><b>Y2</b></p> <ol style="list-style-type: none"> <li>13. Noun / noun phrase</li> <li>14. Adjective</li> <li>15. Verb</li> <li>16. Adverb</li> </ol>	<ol style="list-style-type: none"> <li>17. Conjunction</li> <li>18. Commas</li> <li>19. Apostrophe – contraction / possession</li> <li>20. Statement</li> <li>21. Question</li> <li>22. Exclamation</li> <li>23. Command</li> <li>24. Suffix</li> <li>25. Compound</li> <li>26. Tense</li> <li>27. homophone</li> </ol> <p><b>Introduce / Consolidate:</b></p> <ol style="list-style-type: none"> <li>28. Alliteration</li> <li>29. Simile</li> <li>30. Inverted commas</li> <li>31. Proof read</li> <li>32. Edit</li> </ol>