Year 2 English Long Term Planning Overview

Reading:	
Word reading	• Most pupils will be able to read all the common graphemes (letter or letters for sounds). • Pupils will blend familiar words orally. • They will be taught how to read words with common suffixes and a wide range of common words that are not as easy to read using phonics. • Pupils will practise reading books closely matched to their developing phonic knowledge and knowledge of common exception words. They will be taught to exercise choice in selecting books.
Comprehension	• A wide range of high-quality fiction, non-fiction and poetry will be shared and discussed, including some texts which are beyond their current phonic decoding skills. • They will read and re-tell modern and traditional tales and begin to learn how stories and non-fiction texts are structured and sequenced. • Comprehension techniques introduced in Year 1 will be built upon and pupils will be encouraged to independently ask and answer questions about texts; this will lead them to form sensible inferences, deductions and predictions, creating a foundation for further development in Year 3. • Pupils will be taught to accurately read all words in sentences. • Pupils will learn about cause and effect in fiction and non-fiction. They will be encouraged to 'think aloud' when reading to help them understand the text. • Pupils will be taught vocabulary and grammar in order for them to understand the difference between spoken and written language.
Writing:	
Transcription	• Pupils learn to spell by segmenting single and multi syllable words into phonemes (units of sound) using graphemes (letter or letters for phonemes). • Pupils will be taught to use a wider range of suffixes and continue to learn simple spelling rules. • They will learn to spell common words which cannot be spelled phonically. • In handwriting, pupils will be taught to join some letters and their letter formation, sizing and spacing will be more regular.
Composition	• Pupils will be taught Standard English, using it to structure their own writing. They will be taught to apply their knowledge of grammar and punctuation in their writing. • Pupils will be taught to use punctuation, including commas for lists and apostrophes for contractions. • They will learn about different sentence types, e.g. statements, questions, exclamations and commands.

	- Pupils will be taught to use expanded noun phrases, e.g. *the shiny car* instead of *the car*. - They will be taught to use common subordinating and coordinating conjunctions (joining words and phrases), e.g. *when, because, and, or, but*.

Expected outcomes by the end of Year 2:

Outcomes – pupils can:		
- form sentences - discuss books - orally retell traditional tales - correctly spell *I'll, I'm, won't* and *can't* - begin to identify different types of sentence - begin to use noun phrases - follow a recipe - write a recipe - use noun phrases for description - spell contractions - offer an opinion about poems read - write a rhyming poem - write a poem with descriptive vocabulary - describe similarities between fairy tales - produce character profiles - describe settings using adjectives - write sentences to form a narrative - produce a simple set of instructions - write a simple recount - recite a range of traditional poems	- read a story at different levels - understand how to combine sentences - talk about a book - from different viewpoints - write sentences - write and edit a recount - find a range of conjunctions - in a passage and begin to use them in own writing - ask questions of a text - use questions to improve writing - write information posters for different purposes - evaluate information posters - recite a poem with confidence - offer opinions about a poem - spell a range of homophones - engage with a story - write a newspaper report - capture key information from a text - use Standard English in non-fiction - use language and imagination to create believable characters	- use descriptive language in non-fiction - read a non-fiction diagram - capture the atmosphere of place in poetry - recognise that a habitat can be a small area - write a leaflet - understand how setting can influence plot - populate a habitat with suitable animals and characters - write a story influenced by setting - proofread their own writing for accuracy - write a story from the plan that they have developed - compare stories and draw conclusions - attempt to read difficult words and contractions - use the language of instructions - ask questions - attempt to read new words and find out their meaning - write compound sentences - write a recount in the first person - use a range of sentence types - learn a poem

• discuss an issue through a story • use the senses to improve writing • recite a favourite poem • use the senses to write a poem	• find and spell rhyming words • write a poem and read it aloud • use discussion to understand a difficult story • have an opinion about a character's behaviour • plan a story with a beginning, middle and end, and show character through what they say and do • write a story • use expected features of grammar, punctuation and spelling