

## ENGLISH Long Term Planning - Summary of YEAR 2 Units

AUTUMN 1	AUTUMN 2
<p><u>Red Riding Hood</u></p> <p>Children will have furthered their understanding of simple sentences and compound sentences in order to retell the story in the correct sequence. They will retrieve information from the story about various characters and use this information along with simple adjectives to write character descriptions. In order to develop children's ability to write for different purposes, they will be given the opportunity to use 1<sup>st</sup> person to write a letter from the character's point of view drawing on events from the story. Children will focus on using finger spaces, correct letter formation and size to produce their written work and they will start to use some diagonal strokes in preparation for joining.</p>	<p><u>On The Way Home</u></p> <p>Children will have developed their use of question marks and exclamation marks in order to add an additional chapter to the story written in the style of the author. They will use expanded noun phrases to describe a range of characters and produce a character description for their own additional character. Children will recognise recurring literary language and adopt this when rewriting the story as a simple repeating poem. After writing and editing their poems to check they make sense, children will then perform their poems in front of their peers using appropriate expression and intonation. Children will end the unit by using their inference skills to debate on whether the events in the text really happened, or if they were part of the main character's imagination.</p>
SPRING 1	SPRING 2
<p><u>The Bog Baby</u></p> <p>Children will have explored a range of statements, questions, exclamations and commands in order to produce a variety of writing for different audiences. They will use their inference and prediction skills to talk about what might happen to the main character because of certain actions. Children will use a range of adjectives and adverbs in order to produce a set of instructions and they will edit these instructions after discussions with their teacher. To produce non-fiction writing, children will look at some examples of non-chronological and explanation texts picking out the key features and then use what information they have retrieved from the text to produce their own using the relevant features such as subheadings, commas in a list, diagrams and captions.</p>	<p><u>Hermelin</u></p> <p>Children will have developed their use of complex sentences and included a range of different sentence types to write their own version of the story with some changes. Inference skills will feature heavily during this unit of work, as children will be exploring a character's thoughts and feelings in order to write a short diary entry in 1<sup>st</sup> person. They will make predictions based on what has happened so far in order to try to solve mysteries that occur throughout the text. Children will look at a range of newspaper articles and identify the key features, they will then use this structure to plan and write their own using the correct verb tense and tone of writing.</p>
SUMMER 1	SUMMER 2
<p><u>The Sea Monster</u></p> <p>Children will further develop their use of inference and prediction skills to make predictions about the main character drawing on previous experiences of texts they may have previously read. They will embed their use of expanded noun phrases and adverbs to produce a detailed character description and a setting description. During this unit, children will discuss and clarify a range of new vocabulary using clues from the text and use this new vocabulary within their own writing. They will retell the story in 3<sup>rd</sup> person ensuring that their story has a clear beginning, middle and end and that they use adventurous vocabulary to have a desired impact on the reader.</p>	<p><u>The Tear Thief</u></p> <p>Children will embed their use of questions, exclamations and commands to write a similar story that follows the same theme. They will magpie and collect a range of ambitious vocabulary in order to produce a crib sheet exploring different types of tears and use commas in a list correctly to list the appropriate adjectives. Children will gather evidence from the text and use their inference skills to form an opinion about the main character and justify their opinion to others. They will further embed their use of subordination to write complex sentences to create an additional chapter in the story. By the end of Year 2, children will have develop their use of horizontal and diagonal joins in order to start and join their writing.</p>