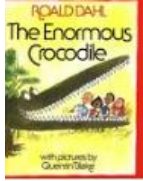

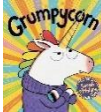
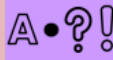







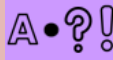




























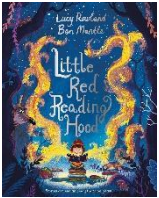
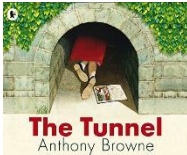







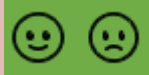








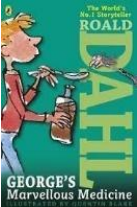






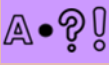












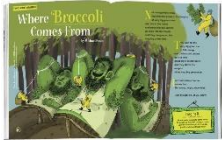
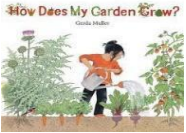











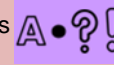

Manor Park First School - Long Term Planning English - Year 2

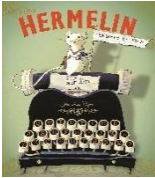
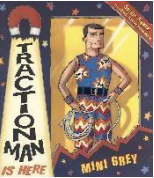



















Autumn 1	Week 1 4 days	Week 2 Roald Dahl Day	Week 3	Week 4	Week 5	Week 6	Week 7 Author visit	Week 8 3 days	
	 The Enormous Crocodile Roald Dahl					 The Great Fire of London		 Grumpycorn Sarah McIntyre	
	Writing outcome Fiction: A re-telling of the story of The Enormous Crocodile along with identifying the main sections of a story. OR An innovated version of the story where a different animal carries out a clever trick.		Writing outcome Fiction: Postcard home from the children in the story, explaining what the jungle is like & what the crocodile has been doing.	Writing outcome Non-Fiction: Verbal news report. Newspaper report about the crocodile's behaviour and what happened to him.	Writing outcome Non-Fiction: Diary entry based on the one written by Samuel Pepys.		Writing outcome Fiction: Inspired by author visit		
	Oral retelling of the story and story mapping								
Grammar Focus:	Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks.  Use time adverbial to link events in a text.  Start to use expanded noun phrases, adverbs and similes to add description to a piece of writing.  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. 		Learn to use sentences with different forms: statement, question, command  Consistency in tense -ed verb for past  Start using expanded noun phrases.  Use conjunctions 'and', 'or', 'but' to join sentences. 		Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks.  Consistency In past tense.  Use time adverbial to link events in a text  Use coordinating and subordinating conjunctions to join sentences.  Include appropriate features of the genre. 		Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses.  Punctuate sentences correctly.  Use noun phrases.  Adverbs of time to help sequencing  Extension: Start to use simile, adverb, connective, preposition starters. 		Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks.  Use conjunctions 'and', 'or', 'but' to join sentences. 

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 4 days
	 <p>Zim Zam Zoom James Carter</p>	 <p>The Pirates Next Door Jonny Duddle</p>		 <p>Something Fishy</p> <p>https://www.literacyshed.com/something-fishy.html</p>		 <p>Nativity</p>	
	<p>Writing outcome Poetry:</p> <p>Own diamante poem about fireworks and space or a star.</p>	<p>Writing outcome Non-Fiction:</p> <p>A set of instructions for how to make Pirate grog/stew.</p>		<p>Writing outcome Fiction:</p> <p>A story based on the model of the story Something Fishy.</p>		<p>Oracy outcome Nativity:</p> <p>Learn script for Nativity production and perform it.</p>	
<p>Grammar Focus:</p>	<p>Use adjectives and precise verbs to describe objects. </p> <p>Organise the text in the appropriate style. </p>	<p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly. </p> <p>Use noun phrases. </p> <p>Adverbs of time to help sequencing </p> <p>Learn how to use sentences with different forms: statement, question, command </p> <p><i>Start to use simile, adverb, connective, preposition starters. (to achieve higher standard)</i> </p>		<p>Use conjunctions 'and' 'or' 'but' to join sentences. Use 'when' 'because' 'if' 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly. </p> <p>Use noun phrases. </p> <p>Adverbs of time to help sequencing </p> <p><i>Start to use simile, adverb, connective, preposition starters. (to achieve higher standard)</i> </p>		<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in performances, role play and improvisations.</p> <p>Become increasingly familiar with and able to retell a wider range of stories.</p>	

Spring 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6
	 <p>Little Red Reading Hood Lucy Rowland</p> <p>Also read: Big Bad Wolf Investigates Fairy Tales</p>		 <p>The Tunnel Anthony Browne</p>			
	<p>Writing outcome Fiction:</p> <p>A diary entry from Little Red about her day with the wolf.</p>	<p>Writing outcome Fiction:</p> <p>Own version of Little Red Riding Hood with a different ending.</p>	<p>Oracy outcome Non-Fiction:</p> <p>Debate about whether Rose should follow Jack into the tunnel. (Only read up to this point)</p>	<p>Writing outcome Fiction:</p> <p>The untold part of the story from Jack's perspective, explaining what happened to him.</p>		<p>Writing outcome Fiction:</p> <p>A letter to persuade Jack not to return to the tunnel.</p>
<p>Grammar Focus:</p>	<p>Include features of the genre I am writing in. </p> <p>Use an appropriate opening and ending in writing. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Begin to start sentences with an adverbial (time, cause and place) </p>	<p>Use an appropriate opening and ending in writing. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Begin to start sentences with an adverbial (time, cause and place) </p>	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Participate in discussions and debates. 	<p>Use words that describe feelings. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Begin to start sentences with an adverbial (time, cause and place) </p> <p>Use commas (,) in lists. </p> <p><i>Include details to add an element of humour, surprise or suspense. (Year 3 objective but needed for GDS)</i> </p>		<p>Include features of the genre I am writing in. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly!?. </p> <p>Use commas (,) in lists. </p>

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	 <p>George's Marvellous Medicine Roald Dahl</p>					
	<p>Writing outcome Fiction:</p> <p>Character description based on the evil character of Grandma.</p> <p>Character description of George as a contrast.</p>		<p>Writing outcome Non-Fiction:</p> <p>Instructions for how to make a magic potion, including tips and tricks.</p>		<p>Writing outcome Fiction:</p> <p>Short story about George's Grandma (or another villain of their choice). It must entertain the reader but also evoke a sense of fear and dislike.</p>	
<p>Grammar Focus:</p>	<p>Include features of the genre I am writing in. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly. </p> <p>Use noun phrases. </p> <p><i>Include details to add an element of humour, surprise or suspense. (Year 3 objective but needed for GDS)</i> </p>		<p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly. </p> <p>Use noun phrases. </p> <p>Adverbs of time to help sequencing </p> <p>Learn how to use sentences with different forms: statement, question, command </p> <p><i>Start to use simile, adverb, connective, preposition starters. (to achieve higher standard)</i> </p>		<p>Use an appropriate opening and ending. </p> <p>Begin to start sentences with an adverbial. (time, cause and place) </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly. </p> <p>Use noun phrases. </p> <p>Adverbs of time to help sequencing </p>	

Summer 1	Week 1 3 days	Week 2	Week 3 4 days (SATs)	Week 4 (SATs)	Week 5 (SATs)
		<p>Where Broccoli Comes From Michael Rosen</p>		<p>How Does My Garden Grow?</p>	 <p>Watch Me Bloom Krina Patel-Sage</p>
	<p>Writing outcome Poetry:</p> <p>Write own poem about where a vegetable comes from. Read other poems by Michael Rosen and explore writing free verse poetry further.</p>		<p>Writing outcome Non-Fiction:</p> <p>Explanation text: How Do Plants Grow?</p>		<p>Writing outcome Poetry:</p> <p>A haiku poem about a flower or something else in nature.</p>
<p>Grammar Focus:</p>	<p>Effective use of vocabulary: simile, noun phrases, adverbs</p>  <p>Include features of the genre I am writing in. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly. </p>	<p>Include features of the genre I am writing in. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly. </p> <p>To use apostrophes for contracted forms and the possessive form – the girl's book. </p> <p>Start sentences with an adverbial. (time, cause and place) </p>	<p>Include features of the genre I am writing in. </p> <p>Punctuate sentences correctly. </p> <p><i>Make precise word choices for effect (GDS)</i> </p>		

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
	 <p>Hermelin the Detective Mouse Mini Grey</p>	<p>Also read other Mini Grey books: The Last Wolf, The Pea and the Princess, Toys in Space, Biscuit Bear</p>		 <p>Traction Man is Here Mini Grey</p>			 <p>Mini Grey author study</p>	
	<p>Writing outcome Fiction:</p> <p>A diary entry from the perspective of Hermelin.</p>	<p>Writing outcome Non-Fiction:</p> <p>Newspaper report about what happened in Offley Street.</p>		<p>Writing outcome Fiction:</p> <p>A thank you letter to Granny (written as Traction Man) recounting the events and how the suit was crucial to the mission.</p>	<p>Writing outcome Fiction:</p> <p>A sequel story describing another mission that Traction Man goes on.</p>		<p>Writing outcome Non-Fiction:</p> <p>An information page about the author Mini Grey after reading more of her books.</p>	
<p>Grammar Focus:</p>	<p>Include features of the genre I am writing in. </p> <p>Use an appropriate opening and ending in writing. </p> <p>Start sentences with an adverbial. (time, cause and place) </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Use noun phrases. </p> <p>Adverbs of time to help sequencing </p> <p>Begin to write in paragraphs (GDS). </p>			<p>Include features of the genre I am writing in. </p> <p>Use an appropriate opening and ending in writing. </p> <p>Start sentences with an adverbial. (time, cause and place) </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Adverbs of time to help sequencing </p> <p>To use apostrophes for contracted forms and the possessive form – the girl's book. </p> <p>Use of the suffix –er and –est to form comparison of adjectives & adverbs. </p> <p>Begin to write in paragraphs (GDS). </p>			<p>Include features of the genre I am writing in. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>To use apostrophes for contracted forms and the possessive form – the girl's book. </p>	