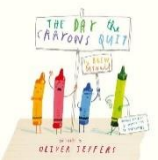

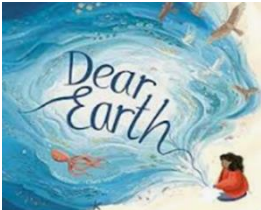
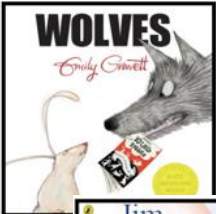
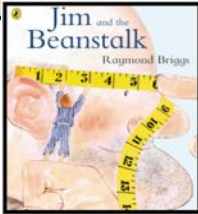


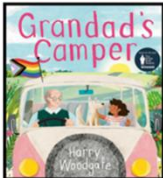
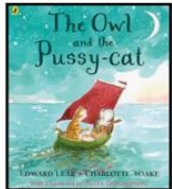




**Year 2 English LTP**

	Autumn		Spring		Summer	
	Autumn 1 -	Autumn 2 -	Spring 1 -	Spring 2 -	Summer 1 -	Summer 2 -
Purpose	Writing to entertain	Writing to entertain and inform	Writing to inform and entertain	Writing to inform and entertain	Writing to entertain	Writing to entertain and inform
Core English Texts These are the books that are used in English lessons.		 	 	 	 	 
Short Burst Writing Opportunities	<p>Description of a picture from our text. Book review of our text. Story opener using a picture stimulus, Recount using the short film 'Bubbles' from Literacy Shed. Autumn tree description activity. Halloween acrostic poetry.</p>	<p>Posters, lists, postcards, wanted posters, information report, short stories  Instructions, Poems, Letters, Travel Blog</p>	<p>Captions, information writing, character descriptions  Narrative re-telling, thought bubbles, informal letters</p>	<p>Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates  Letters of advice, short news-reports, writing in role, retellings, information poster</p>	<p>Labels, memories poems, interviews, photo album captions, 'Wish you were here' postcards  Letters, interviews, lists, instructions</p>	<p>Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue.  Descriptions, adverts/ market stall pitches, letters of advice, postcard in role</p>

Final Writing Outcomes	<ul style="list-style-type: none"> <li>▪ Letter</li> <li>▪ Poetry - acrostic poem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persuasive Letter</li> <li>▪ Information Leaflet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-Chronological leaflet</li> <li>▪ Sequel Story</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information booklet</li> <li>▪ Own version narrative about bravery</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sequel narrative</li> <li>▪ Rhyming poem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended fantasy narrative</li> <li>▪ Guidebook for how to care for a cloud</li> </ul>
Authorial Intent	<p>To learn familiar story structures.</p> <p>To learn techniques to create an exciting build up to a problem to keep the reader hooked through sharing stories together.</p>	<p>To learn familiar story structures.</p> <p>To learn techniques to create an exciting build up to a problem to keep the reader hooked through sharing stories together.</p> <p>To use questions to hook in the reader.</p>	<p>To begin to select vocabulary to help paint a picture in the reader's mind, describing the characters appearance/ personality/emotions.</p> <p>To begin to use conjunctions to provide clarity and give extra detail to the reader.</p> <p>To begin to create extra emphasis for the reader with exclamation sentences.</p>	<p>To continue to select vocabulary to help paint a picture in the reader's mind, describing the characters appearance/ personality/emotions.</p> <p>To use techniques and vocabulary to create an exciting build up to a problem to keep the reader hooked.</p> <p>To use a variety of sentences to keep the reader engaged and create a coherent narrative.</p> <p>To use a range of techniques to create an exciting story which keeps the reader hooked.</p>	<p>To be able to sequence their writing so that it makes sense and takes the reader on a journey.</p> <p>To select vocabulary to help paint a picture in the reader's mind.</p> <p>To use conjunctions to provide clarity and give extra detail to the reader.</p> <p>To use questions to hook in the reader.</p> <p>To create extra emphasis for the reader with exclamation sentences.</p> <p>To use a variety of sentences to keep the reader engaged and create a coherent narrative.</p>	<p>To be able to sequence their writing so that it makes sense and takes the reader on a journey.</p> <p>To select vocabulary to help paint a picture in the reader's mind.</p> <p>To use conjunctions to provide clarity and give extra detail to the reader.</p> <p>To use questions to hook in the reader.</p> <p>To create extra emphasis for the reader with exclamation sentences.</p> <p>To use a variety of sentences to keep the reader engaged and create a coherent narrative.</p>
Skills Phase	To write sentences dictated by the teacher.	To write sentences dictated by the teacher.	To write sentences dictated by the teacher.	To write sentences dictated by the teacher.	To write sentences dictated by the teacher.	To write sentences dictated by the teacher.

<p>*Dictation to continue throughout the year with sentences becoming more complex/ incorporating new learning.</p>	<p>To plan/ say out loud what they are going to write about.</p> <p>To write sentences that are sequenced to form short narratives.</p> <p>To use spacing between words.</p>	<p>To plan/ say out loud what they are going to write about.</p> <p>To write sentences that are sequenced to form short narratives.</p> <p>To use spacing between words.</p> <p>To use compound sentences (coordination) using the conjunction and.</p> <p>To use compound sentences (subordination) using the conjunction because.</p>	<p>To plan/ say out loud what they are going to write about.</p> <p>To use compound sentences (coordination) using the conjunctions and/but.</p> <p>To use compound sentences (subordination) using the conjunction because.</p> <p>To use past and present tense mostly consistently.</p>	<p>To plan/ say out loud what they are going to write about.</p> <p>To use compound sentences (coordination) using the conjunctions and/but/or (subordination) because/when/if/that.</p> <p>To use past and present tense mostly consistently - continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>To use expanded noun phrases for description.</p>	<p>To plan/ say out loud what they are going to write about.</p> <p>To use of compound sentences (coordination) using the conjunctions and/but/or (subordination) because/when/if/that.</p> <p>To use past and present tense mostly consistently - continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>To use expanded noun phrases for description.</p> <p>To use different types of sentences such as; statement, question, and exclamation.</p>	<p>To plan/ say out loud what they are going to write about.</p> <p>To securely use compound sentences (coordination) using the conjunctions and/but/or (subordination) because/when/if/that.</p> <p>To use past and present tense mostly consistently - continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>To use expanded noun phrases for description.</p> <p>To use different types of sentences such as; statement, question and exclamation.</p>
<p>Punctuation and grammar</p>	<p>To use spacing between words.</p>	<p>To use spacing between words.</p>	<p>To demarcate most sentences with capital letters and full stops.</p>	<p>To demarcate most sentences with capital letters and full stops.</p>	<p>To demarcate most sentences with capital letters and full stops.</p>	<p>To demarcate most sentences with capital letters and full stops.</p>

	<p>To demarcate some sentences with capital letters.</p> <p>To demarcate some sentences with full stops.</p>	<p>To demarcate some sentences with capital letters.</p> <p>To demarcate some sentences with full stops.</p>		<p>To use question marks correctly when required.</p> <p>To use exclamation marks correctly when required.</p>	<p>To use question marks and exclamation marks correctly when required.</p> <p>To use commas to separate items in a list (greater depth).</p> <p>To use apostrophes for contraction (greater depth).</p> <p>To use apostrophes for singular possession (greater depth).</p>	<p>To use question marks and exclamation marks correctly when required.</p> <p>To use commas to separate items in a list (greater depth).</p> <p>To use apostrophes for contraction (greater depth).</p> <p>To use apostrophes for singular possession (greater depth).</p>
Handwriting	<p>Form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower case letters of the correct size in relation to one another in some of their writing.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.</p> <p>Use tall letters, short letters and under the line letters in writing.</p> <p>Greater depth – can use the diagonal and horizontal strokes needed to join some letters.</p>					
Editing	<p>Proof read spellings using the complex speed sounds chart.</p> <p>Accurately proofread to check for errors in grammar and punctuation (that has been taught).</p> <p>Year 1 and 2 Common Exception Words to be spelt correctly.</p>					
Spelling	<p>RWI Spellings in line with Phonics groups where relevant.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spellings many words correctly and making phonically plausible attempts at others.</p> <p>Spell many common exception words (year 1 and year 2).</p>					
	Pathways to Spell					
Writing non-negotiables	<ul style="list-style-type: none"> <li>• Spell Year 1 Common Exception Words correctly.</li> <li>• Spell Year 2 Common Exception Words correctly.</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spellings many words correctly and making phonically plausible attempts at others.</li> <li>• Use capital letters, finger spaces, full stops, question marks, exclamation marks correctly.</li> <li>• Use letter which are formed correctly and accurately in shape and size.</li> </ul>					

Poems to perform by heart	Fruit Picking by Jack Ousbey	The Rhythm of Life by Michael Rosen	Please Mrs Butler by Allan Ahlberg	Bedtime Rhymes by Celia Warren	Write a Rap – Rap by Tony Mitton	Can you fly like a butterfly? by Joe Marriot
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**Year Group Author**  
 These books are introduced at the beginning of each new term. The children are given information about the author and the stories are shared on a regular basis and are placed in class reading areas.

Mini Grey

Emily Gravett

Tom Percival

**Core Read Alouds.**  
 These are read and re-read during daily story time sessions and are supplemented by books chosen by the teacher & books in SMSC boxes.

Fiction

Non-Fiction

Poetry Anthology