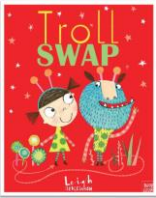


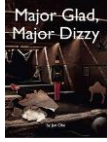


Parklands Infant and Nursery School English Long Term Plan Year 2

	Focus Text and Writing Outcome	National Curriculum coverage	Gateway Keys (non-negotiables, basic skills)	Mastery Keys (links to National Curriculum)	Feature keys (vocabulary, manipulating sentences and tense, structure)	Vocabulary
Autumn 1	 <p>Troll Swap by Oliver Jeffers</p> <p>To write a story based upon the model text using the pupils' ideas for characters</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> * Listen and respond. * Build vocabulary. * Give well-structured descriptions, explanations and narratives.. * Participate in discussions, presentations, performances, role play, improvisations and debates. <p>Reading comprehension:</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <ul style="list-style-type: none"> * Make inferences on the basis of what is being said and done. * Answer and ask questions. * Predict what might happen on the basis of what has been read so far. * Participate in discussion about books, poems and other works. * Explain and discuss their understanding of books, poems and other material <p>Writing Composition:</p> <ul style="list-style-type: none"> * Write narratives about personal experiences and those of others (real and fictional). * Write down ideas, key words, new vocabulary. * Encapsulate what is to be written, sentence by sentence. * Make simple additions, revisions and corrections (greater depth only). * Evaluate writing with the teacher and other pupils. * Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently. * Proof-read to check for errors in spelling, grammar and punctuation. * Plan or say out loud what is going to be written about. 	<ul style="list-style-type: none"> * Combine words to make sentences. * Join words and clauses using and. * Sequence sentences to form short narratives. * Leave spaces between words. 	<ul style="list-style-type: none"> * Use punctuation correctly – full stops, capital letters. * Use expanded noun phrases to describe and specify. * Use subordination (because) and coordination (and). 	<ul style="list-style-type: none"> * Use phrases from story language. * Create and describe characters. * Create and describe settings. * Use past tense consistently and correctly. * Write in 3rd person. <p>Sequence of events with beginning, middle and end.</p>	<p>Common Exception words:</p> <p>would every who both most parents because</p> <p>Developing vocabulary:</p> <p>Mucky squelchy polite loopy first-class dull caves foghorn creature heebie-jeebies</p>

Autumn 2	 <p>The Owl who was afraid of the dark by Jill Tomlinson</p> <p>Non-chronological report – fact sheet about owls</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> * Listen and respond. * Ask relevant questions. * Build vocabulary. * Maintain attention and participate actively in collaborative conversations. <p>Reading comprehension:</p> <ul style="list-style-type: none"> * Discuss the sequence of events in books and how items of information are related. * Read non-fiction books that are structured in different ways. * Draw on what is already known or on background information and vocabulary provided by the teacher. * Make inferences on the basis of what is being said and done. * Answer and ask questions. * Participate in discussion about books, poems and other works. * Explain and discuss their understanding of books, poems and other material. <p>Writing composition:</p> <ul style="list-style-type: none"> * Write for different purposes. * Make simple additions, revisions and corrections (greater depth only). * Evaluate writing with the teacher and other pupils. * Proof-read to check for errors in spelling, grammar and punctuation. * Read aloud with intonation 	<ul style="list-style-type: none"> * Sequence sentences to form short narrative. * Join words and clauses using and. * Use subordination (because). * Add suffixes to verbs where no change is needed to the root. * Write expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> * Use co-ordination (but, or). * Add -ly to turn adjectives into adverbs. * Use commas to separate items in a list. 	<ul style="list-style-type: none"> * Specific vocabulary linked to the topic. * Clear and precise description. * Present tense. * Title. * Sub-Headings. * Introduction. * Grouped information. * Facts from research 	<p>Common Exception words:</p> <p>every find mind last eye half(way) old kind would again Christmas because father only parents kind(s)</p> <p>Developing vocabulary:</p> <p>faded bleary peered enormous necessary return butting startled explore twinkle barn owl deckchair campfire wellington telescope planets supper moonlight rooftops</p>
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Spring 1	 <p>The Dragon Machine by Helen Ward</p> <p>Story based on the model text using own ideas for new machine and character.</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> * Ask relevant questions. * Build vocabulary. * Articulate and justify answers. * Use spoken language: speculating, hypothesising, imagining and exploring ideas. <p>Reading comprehension:</p> <ul style="list-style-type: none"> * Check the text makes sense. * Make inferences on the basis of what is being said and done. * Answer and ask questions. * Predict what might happen on the basis of what has been read so far. <p>Writing composition:</p> <ul style="list-style-type: none"> * Plan or say out loud what is going to be written about. * Write down ideas, key words, new vocabulary. * Encapsulate what is to be written, sentence by sentence. * Make simple additions, revisions and corrections. * Evaluate writing with the teacher and other pupils. * Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently. * Proof-read to check for errors in spelling, grammar and punctuation. * Read aloud with intonation. 	<ul style="list-style-type: none"> * Use subordination (because) and coordination (and). * Write expanded noun phrases to describe and specify. * Use punctuation correctly – full stop, capital letters. * Add suffixes to verbs where no change is needed to the root (Y1). 	<ul style="list-style-type: none"> * Write sentences with different forms: statement, question, exclamation, command. * Use subordination (apply because, introduce when). * Use present and past tenses correctly and consistently (some progressive). * Use punctuation correctly - exclamation marks, question marks. 	<ul style="list-style-type: none"> * Use phrases from story language. * Create and describe characters. * Create and describe settings. * Use past tense consistently and correctly. * Write in 3rd person. * Sequence of events with beginning, middle and end. 	<p>Common Exception words:</p> <p>every(where) break(ing) great would beautiful last should</p> <p>Developing vocabulary:</p> <p>overlook perch havoc troublesome advice consult tragic lumbered wreckage venture telephone tulips sank water lilies pond encyclopaedia machine undercarriage engine fields</p>
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Major Glad,
Major Dizzy by
Jan Oke

Recount of
historical
events from
the text from
Major Glad's
point of view –
Diary.

Spoken language:

- * Listen and respond.
- * Ask relevant questions.
- * Build vocabulary.
- * Participate in discussions, presentations, performances, role play, improvisations and debates.

Reading comprehension:

- * Read non-fiction books that are structured in different ways.
- * Discuss and clarify the meaning of words.
- * Answer and ask questions.
- * Predict what might happen on the basis of what has been read so far.
- * Explain and discuss their understanding of books, poems and other material.

Writing composition:

- * Write narratives about personal experiences and those of others (real or fictional).
- * Write poetry.
- * Plan or say out loud what is going to be written about.
- * Write down ideas, key words, new vocabulary.
- * Encapsulate what is to be written, sentence by sentence.
- * Make simple additions, revisions and corrections.
- * Evaluate writing with the teacher and other pupils.
- * Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently.
- * Proof-read to check for errors in spelling, grammar and punctuation.

*Use subordination
(when, because).

* Write expanded noun
phrases to describe and
specify.

* Use punctuation
correctly – full stop,
capital letters.

* Some accurate use of
exclamation marks,
question marks.

* Use the progressive
form of verbs in the
present and past
tense.

* Use present and past
tenses correctly and
consistently.

* Use subordination
(apply because, when;
introduce that).

* Use punctuation
correctly – introduce
apostrophe for the
possessive (singular).

* Include detail and
description to inform
the reader.

* Write in 1st person.

* Use consistent past
tense.

* Order events with
adverbs of time.

* Include personal
comments and own
viewpoint.

* Set the scene with a
clear opening and
establish the context.

* Finish with a closing
statement with
personal comment or
summary e.g. What
an amazing day we
all had!

**Common Exception
Words:**

many even eye(s)
whole past would
floor fast hour
hold after class
could

**Developing
language:**

bulged dainty
mislaid private
fortunate manly
ceased
adventurous
contraptions befall
sampler servant
floorboards needle
empire invent
horseless carriage
tunnel pantaloons



The Last Wolf
by Mini Grey

Write a letter in
role to
persuade
characters to
save the trees.

Spoken language:

- * Articulate and justify answers.
- * Maintain attention and participate in collaborative conversations.
- * Speak audibly and fluently.
- * Participate in discussions, presentations, performances, role play, improvisations and debates.

Reading comprehension: • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.

- * Become familiar with and re-tell a wider range of traditional tales.
- * Recognise simple recurring literary language.
- * Draw on what is already known and on background information and vocabulary provided by the teacher.
- * Predict what might happen on the basis of what has been read so far.

Writing composition:

- * Write narratives about personal experiences and those of others (real and fictional).
- * Write about real events.
- * Write for different purposes.
- * Plan or say out loud what is going to be written about.
- * Make simple additions, revisions and corrections.
- * Evaluate writing with the teacher and other pupils.
- * Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently.
- * Proof-read to check for errors in spelling, grammar and punctuation.

- * Use the progressive form of verbs in the present and past tense.
- * Some use of subordination (because, when) and coordination (and, but).
- * Use punctuation correctly (as taught so far).
- * Write sentences with different forms: statement, question, exclamation, command.

- * Use subordination (if, that).
- * Add -er and -est to adjectives.
- * Use homophones and near homophones.
- * Use punctuation correctly – apostrophes for contracted forms.

- * Include detail and description to inform the reader.
- * Use a range of sentence forms to address the reader.
- * Write in 1st person.
- * Include personal comments and own viewpoint.
- * Use openings and closings e.g. dear, opening statement to state why we are writing, from.

Common Exception Words:

last behind path
door child old
could eye(s) find
wild plant

Developing Language:

flung supplies lurk
pounce wander
endless grazing
awash nowadays
pickings popgun
stalking bracken
tree stump
doorknob land
lynx human miles
earth



Grandad's Secret Giant
by David Litchfield

Write own version of the story with a focus on morals and acceptance of others.

Spoken language:

- * Give well-structured descriptions, explanations and narratives.
- * Listen and respond.
- * Ask relevant questions.
- * Participate in discussions, presentations, performances, role play, improvisations and debates.

Reading comprehension:

- * Discuss the sequence of events in books and how items of information are related.
- * Make inferences on the basis of what is being said and done.
- * Ask and answer questions.
- * Predict what might happen on the basis of what has been read so far.
- * Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.

Writing composition:

- * Write poetry.
- * Write for different purposes.
- * Make simple additions, revisions and corrections.
- * Evaluate writing with the teacher and other pupils.
- * Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently.
- * Write for different purposes.
- * Proof-read to check for errors in spelling, grammar and punctuation.

- * Use subordination (if, that).
- * Add -er and -est to adjectives.
- * Use homophones and near homophones.
- * Use punctuation correctly – apostrophes for contracted forms.

- * Use present and past tenses correctly and consistently including the progressive form.
- * Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- * Use expanded noun phrases to describe and specify.
- * Add suffixes to spell longer words e.g -ment, -ful.

Use phrases from story language • Create and describe characters • Create and describe settings • Sequence of events • Section story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately

Common Exception Words:

who told sure eye(s) because people old prove could should(n't) great again

Developing Language:

pickle chap continue mumbled impossible scoff whine nervous humungous hoisted mural drainpipes storm shore oak bridge dawn afternoon ledge