



*Newfield Park  
Primary School*

Year 2

English long-term planning

## English Modules – Year 2

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Autumn term			Spring term				Summer term			
<b>Narrative</b>	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks)		Book focus	Stories with recurring literary language (4 weeks – or 2 + 2 weeks)		Book focus	Traditional Tales - Myths (creation stories) (4 weeks - or 2 + 2 weeks)		Book focus	
Suggested outcomes	Write a re-telling of a traditional story. Introduce use of VCOP		(1 or 2 weeks) One written outcome linked to fiction / non-fiction topic being done this term. The topic should focus on the joy of reading and explore the book / author. Objectives may vary  Where possible, this should link to topic currently being taught.	Use a familiar story as a model to write a new story. Could be based around continuation of a book/changing of the narrative.		(1 or 2 weeks) One written outcome linked to fiction / non-fiction topic being done this term. The topic should focus on the joy of reading and explore the book / author. Objectives may vary  Where possible, this should link to topic currently being taught	Write a creation myth based on ones read e.g. how the zebra got his stripes.		(1 or 2 weeks) One written outcome linked to fiction / non-fiction topic being done this term. The topic should focus on the joy of reading and explore the book / author. Objectives may vary  Where possible, this should link to topic currently being taught	
<b>Non-fiction</b>	Explanations 2 week	Recount 2 weeks - or 1 + 1 week		Report 4 weeks – or 2 + 2 weeks			Instructions 2 weeks	Explanations (2 weeks)		
Suggested outcomes	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. Possible link to Maths (Venn diagrams) and cross-curricular application in Science.			Write a series of fiction based instructions (i.e. 'How to trap an ogre'), including diagrams. Linked to topic/science / ICT	Produce a flowchart, ensuring content is clearly sequenced. Introduce use of bullet points.		
<b>Poetry / Grammar</b>	Vocabulary building (1 week) (see VGP)	Structure – calligrams (1 week)	Vocabulary building (1 week) (see VGP)	Structure – calligrams (2 weeks - or 1+1weeks)	Vocabulary building (1 week) (see VGP)	Take one poet – poetry appreciation (2 weeks)				
<b>Whole-school writing ass.</b>	Fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction				

## Vocabulary, grammar and punctuation – Year 2

	Autumn term	Spring term	Summer term
<b>Word level</b>	Formation of nouns using suffixes such as –ness and –er by compounding. E.g. whiteboard, superman Formation of adjectives using suffixes such as –ful, -less. E.g. successful	Use of suffixes –er and –est in adjectives e.g. bigger, smallest	Use of the –ly Standard English to turn adjective into adverbs. E.g. sharply
<b>Sentence level</b>	Expanded noun phrases for description e.g. the red, huge castle, the man in the large house.	Subordination of sentences e.g. when, if, that, because. Continue throughout Spring and Summer term	Understanding of what sentences have specific functions and how to tell what these are. E.g. statement, question, exclamation or command. Introduce imperative (bossy) verbs as commands to MA.
<b>Text level</b>	Use of progressive form of verbs in present and past tense to mark actions in progress e.g. she is running, the dog was barking. Introduce future tense to MA	Correct choice and consistent use of present tense and past tense throughout writing	→
<b>Punctuation</b>	Embedding of capital letters, full stops, question marks and exclamation marks. Commas as part of a list	Introduce apostrophes for omission and possession	Embedding of apostrophes for omission and possession. Accurate use of capital letters and full stops across all areas of English (Learning Journey)
<b>Key Vocabulary (shared with children where appropriate)</b>	noun, question, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	noun, question, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

Helpful websites:

<http://www.literacyshed.com/the-ks1-shed.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<http://www.topmarks.co.uk/interactive.aspx?cat=40>

<http://www.atschool.co.uk/keystage1-ks1/english.asp>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html>

<http://www.ictgames.com/literacy.html>

<https://www.tes.co.uk/ks1-english-primary-teaching-resources/>

**Vocab, Grammar and Punctuation needs to also follow old curriculum for moderation purposes**

# Vocabulary, Grammar and Punctuation

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, <i>helped, helper</i> )	Joining <b>words</b> and joining <b>clauses</b> using and	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or <i>undoing: untie the boat</i> ]	Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	Capital letters for names and for the personal <b>pronoun I</b>	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]	How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]	Headings and sub-headings to aid presentation	Commas to separate items in a list	
Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i> ]	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	determiner, pronoun, possessive pronoun, adverbial
Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i> ]	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to <b>punctuate</b> direct speech	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	
<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]	Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i> )	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].	Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices	Use of commas after <b>fronted adverbials</b>	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b>	Use of brackets, dashes or commas to indicate parenthesis	Key: Year 1  Year 2  Year 3  Year 4  Year 5  Year 6 
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate, -ise, -ify</i> ]		Layout devices, such as headings, sub-headings, columns, bullets, or tables, to	Use of commas to clarify meaning or avoid ambiguity	
<b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i> )			Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ]	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ]			Use of the colon to introduce a list and use of semi-colons within lists	
How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].			<b>Punctuation</b> of bullet points to list information	
			How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i> ]	