NEWFIELD PARK PRIMARY ACADEMY

English Long Term Planning: Year 2

Nurture
ResPect
InsPire
Achieve

	Autumn term			Spring term		Summer term		
	Chapter book	**Picture book**	**Picture book**	**Picture Book**	**Chapter book**	**Short Story**	**Picture Book**	
Book choice	***The Bakers Boy and The Great Fire of London*** *Tony and Tom Bradman*	***Meercat Mail*** *Emily Gravett*	***The Polar Express*** *Chris Van Allsburg*	***Leon and the Place Between*** *Grahame Baker-Smith*	***Billy and The Minpins*** *Roald Dahl*	***The Lion and the Unicorn*** *Shirley Hughes*	***How the Zebra got its stripes*** *Creation Myth stories*	***The Monster Crisp Guzzler-*** *Malorie Blackman*
Narrative focus	**Description Narrative (1-2 weeks)**		**Contemporary Stories, including recount (2 weeks)**	**Contemporary Stories including personal experiences (2 weeks)**	**Stories with recurring literary language / classical fiction (2 weeks)**	**Personal experiences (1 week)**		**Traditional Tales - Myths (creation stories) (2 weeks)**
Suggested outcomes	Children will write a descriptive piece inspired by Baker's Boy and the Great Fire of London, capturing a key moment during the event. The unit will focus on creating vivid imagery through expanded noun phrases (e.g., "the thick, choking smoke"), precise verbs and adjectives, and sensory detail to convey what could be seen, heard and felt. Grammar objectives include using past tense consistently, applying suffixes to extend vocabulary, and structuring sentences for impact.		Children read The Polar Express as a book focus and then retell the story in their own words, maintaining the key events and magical tone. The unit will emphasise writing in the first person and past tense to reflect the narrator's viewpoint. Grammar objectives include using expanded noun phrases for detail (e.g., "the shimmering silver train"), applying suffixes to extend vocabulary, and sequencing ideas clearly to ensure the retelling flows.	Building on their understanding of retelling from the Polar Express unit, they will retell the story (Leon and Place Between) in the form of a fictional recount, using vivid description to capture key events and atmosphere. Grammar objectives include accurate verb usage in past tense, expanded noun phrases for detail, and adverbials to show time and manner..	Children will explore recurring literary language through Billy and the Minpins, focusing on repeated phrases and motifs that create suspense and cohesion. They will analyse how Roald Dahl uses these patterns to build atmosphere and engage the reader, comparing them with traditional tales and other modern stories. Grammar objectives include expanded noun phrases and varied sentence structures to mirror the style of classical fiction.	Children will explore the experience of evacuation during World War Two through the story *The Lion and the Unicorn*. Over one week, they will step into the role of an evacuee and write a fictional letter home, describing their journey, new surroundings and feelings about being away from family. The unit will focus on writing in role, using first person, past tense verbs and expanded noun phrases to convey thoughts and emotions, while developing empathy and historical understanding.		Children will explore traditional myths, focusing on creation stories from various cultures. They will read and analyse tales such as "How the Zebra Got His Stripes," discussing the narrative structure and the cultural significance of these stories. Students will identify common themes and motifs in creation myths. They will practice writing their own creation stories, using expanded noun phrases to add detail and vivid imagery to their descriptions.
Non-fiction focus	**Non-chronological reports (2 weeks)**		**Instructions (2 weeks)**	**Non-chronological reports (2 weeks)**		**Persuasion / Formal letter (2 weeks)**		**Non-chronological reports (3 weeks)**

NEWFIELD PARK PRIMARY ACADEMY

English Long Term Planning: Year 2

Nurture
ResPect
InsPire
Achieve

Suggested outcomes	Children will write a non-chronological report about The Great Fire of London, building on their prior knowledge from reading “Baker’s Boy and the Great Fire of London”. The report will focus on using past tense verbs, expanded noun phrases, subordination, and suffixes. Pupils will write about different aspects of the fire (e.g. how it spread, damage, lessons learned), with more-able children challenged to include a box-out about Samuel Pepys. This unit will reinforce non-chronological structure and factual writing.	Children will explore instructional writing by analysing examples and identifying key features such as clear sequencing, imperative verbs, and organisational devices like headings and lists. They will then write a set of instructions for a simple process linked to Billy and The Minpins *How to catch a Gruncher.* They will ensure steps are ordered and easy to follow. Grammar focus includes verb usage, simple use of adverbs and commas in lists. This unit directly links to the book focus of the half-term .	Children will learn about life in Britain during World War Two and compare it with their own lives today. They will explore key features such as rationing, blackouts and evacuation, and how these affected families and children. Using this learning, pupils will write a non-chronological report about WW2, organised into sections about different aspects of life at the time. The unit will focus on past tense verbs, expanded noun phrases and subordination, reinforcing the structure and features of factual writing.	Children will explore persuasive writing by analysing examples and identifying features such as emotive language, rhetorical questions, and clear structure. They will then write a persuasive letter to the Principal (e.g., requesting being able to hold a charity sale for Project Gambia), organising ideas into paragraphs and using conjunctions for cause and effect. Grammar focus includes expanded noun phrases, persuasive vocabulary, and punctuation for impact. This unit builds confidence in writing for a real audience and purpose.	Children will write a non-chronological report inspired by the topic of tanks. The report will focus on the use of past tense verbs, expanded noun phrases, subordination, and the use of suffixes. This task will build on the orally rehearsed reports completed in Year 1, helping to develop and refine their writing skills. The topic will follow a non-chronological structure, with children writing about different parts of the tanks on different days.

Poetry Focus	**Shape Poems / Calligrams**	**Chocolate Cake** Michael Rosen	**Rhyming Poems**
Suggested Outcomes	Children created shape poems and calligrams inspired by the words “Smoke” and “Fire”, linked to their learning about the Great Fire of London. They explored how layout and visual presentation can reflect meaning, arranging text to form shapes that represent the subject. The unit focused on using descriptive vocabulary and expanded noun phrases (e.g., “thick, swirling smoke”, “bright, crackling fire”) to create vivid imagery. Grammar objectives included applying suffixes to extend word choices and maintaining accurate spelling and punctuation.	Children will read and perform Michael Rosen’s poem *Chocolate Cake*, exploring rhythm, repetition and humour. They will analyse how expression and intonation bring the poem to life, then write their own poem inspired by the theme of irresistible temptation, using vivid description and sensory detail. Grammar focus includes expanded noun phrases and playful suffixes to extend vocabulary.	Children will read and enjoy classic rhyming poems such as *The Owl and the Pussycat* by Edward Lear, exploring how rhyme and rhythm create musicality and meaning. They will identify rhyming patterns and discuss favourite words and phrases. Building on this, pupils will write their own short rhyming poem, using simple rhyme schemes and playful language to engage the reader. Grammar and language focus will include accurate spelling of common suffixes, expanded noun phrases for imagery, and experimenting with repetition for effect.