



# English Long Term Plan

## QUEENSMEAD PRIMARY ACADEMY

Year group: 2	Class: TP/AK	Term: Autumn 2023 Knowing Me, Knowing you! Material World			Number of Weeks: 16
Date	Phonics Focus	Genre/Text Type	Purpose	Text	
29 <sup>th</sup> Aug (4 days)	Baseline- placement assessments	Narrative – retell	<ul style="list-style-type: none"> <li>To retell events in order to entertain.</li> </ul>	Dave the Lonely Monster Meesha Makes Friends	
4 <sup>th</sup> Sept	<b>Summer 2 week 1</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	Instructions (recipe for a friendship)	<ul style="list-style-type: none"> <li>To ensure something is done correctly.</li> </ul>	Dave the Lonely Monster Meesha Makes Friends	
11 <sup>th</sup> Sept	<b>Summer 2 week 2</b> /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	Information Text - Pirates	<ul style="list-style-type: none"> <li>To provide detailed information on the ways things were.</li> </ul>	The life of Blackbeard	
18 <sup>th</sup> Sept	<b>Summer 2 week 3</b> /sh/ ti ssi si ci potion mission mansion delicious	Information Text - Pirates	<ul style="list-style-type: none"> <li>To provide detailed information on the ways things were.</li> </ul>	The life of Blackbeard	
25 <sup>th</sup> Sept	<b>Summer 2 week 4</b> /or/ augh our oar ore daughter pour oar more <b>Review</b>	Fantasy – comparison/description	<ul style="list-style-type: none"> <li>To entertain</li> <li>To fuel imagination</li> <li>To retell events in order</li> </ul>	The Night Pirates – Peter Harris	
2 <sup>nd</sup> Oct	Review of sounds above	Fantasy - Innovation	<ul style="list-style-type: none"> <li>To retell events in order</li> <li>To inform or to entertain</li> </ul>	The Night Pirates – Peter Harris	
9 <sup>th</sup> Oct	Assessment week	Description	<ul style="list-style-type: none"> <li>To give a detailed account of someone</li> </ul>	Mary Seacole – fact file	



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HALF TERM				
23 <sup>rd</sup> Oct	<b>Little Wandle</b> <b>Phase 5 review</b> /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	Description	<ul style="list-style-type: none"> <li>To give a detailed account of someone</li> </ul>	Mary Seacole – fact file
30 <sup>th</sup> Oct	<b>Little Wandle</b> <b>Phase 5 review</b> /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	Letter - apology	<ul style="list-style-type: none"> <li>To say sorry.</li> </ul>	Jack and the Beanstalk by Carol Ottolenghi
6 <sup>th</sup> Nov	<b>Little Wandle</b> <b>Phase 5 review</b> /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture*  /sh/ sh ti ch ssi ci si	Letter - invitation	<ul style="list-style-type: none"> <li>To invite someone to do something.</li> <li>To give details of when and where it will be.</li> </ul>	Jack and the Beanstalk by Carol Ottolenghi
13 <sup>th</sup> Nov	<b>Little Wandle</b> <b>Phase 5 review</b> /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u / o o-e	Traditional tale - retell	<ul style="list-style-type: none"> <li>To entertain</li> <li>To pass on traditional culture</li> </ul>	Elves and the Shoemaker by Jim LaMarche



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	/oo/ u oul schwa: er a or ar our re			
20 <sup>th</sup> Nov	<b>Little Wandle</b> <b>Phase 5 review</b> ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	Traditional tale - innovation	<ul style="list-style-type: none"> <li>To entertain</li> <li>To pass on traditional culture</li> </ul>	Elves and the Showmaker by Jim LaMarche
27 <sup>th</sup> Nov	<b>Little Wandle</b> <b>Phase 5 review</b> Assessment Week	Traditional tale - innovation	<ul style="list-style-type: none"> <li>To entertain</li> <li>To pass on traditional culture</li> </ul>	Elves and the Shoemaker by Jim LaMarche
4 <sup>th</sup> Dec	<b>Adding –ed</b> No change Double last letter Drop the e Drop the y for an i	Traditional tale - retell	<ul style="list-style-type: none"> <li>To entertain</li> <li>To pass on traditional culture</li> </ul>	The Gigantic Turnip by Alecsei Tolstoy
11 <sup>th</sup> Dec	<b>Adding –ed</b> No change Double last letter Drop the e Drop the y for an i	Traditional tale - innovation	<ul style="list-style-type: none"> <li>To entertain</li> <li>To pass on traditional culture</li> </ul>	The Gigantic Turnip by Alecsei Tolstoy
18 <sup>th</sup> Dec (4 days Fri Inset)	Assessment week	Traditional tale - innovation	<ul style="list-style-type: none"> <li>To entertain</li> <li>To pass on traditional culture</li> </ul>	The Gigantic Turnip by Alecsei Tolstoy
<b>Year group: 2</b>	<b>Class: TP/AK</b>	<b>Term: Spring 2024 (Fire! Fire! and How Does Your Garden Grow?)</b>		<b>Number of Weeks: 10</b>
<b>Date</b>	<b>Phonics focus</b>	<b>Genre/Text Type</b>	<b>Purpose</b>	<b>Text</b>



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8 <sup>th</sup> Jan	<b>Spelling Unit 1</b>  Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Information Text	<ul style="list-style-type: none"> <li>To provide detailed information on the way things were.</li> </ul>	The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson
15 <sup>th</sup> Jan	<b>Spelling Unit 1</b>  Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Information Text	<ul style="list-style-type: none"> <li>To provide detailed information on the way things were.</li> </ul>	The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson
22 <sup>nd</sup> Jan	<b>Spelling Unit 2</b>  Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Recount (diary)	<ul style="list-style-type: none"> <li>To retell events in order</li> <li>To inform or to entertain.</li> </ul>	Toby and The Great Fire of London by Margaret Nash
29 <sup>th</sup> Jan	<b>Spelling Unit 2</b>  Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Recount (diary)	<ul style="list-style-type: none"> <li>To retell events in order</li> <li>To inform or to entertain.</li> </ul>	Toby and The Great Fire of London by Margaret Nash
5 <sup>th</sup> Feb	<b>Spelling Unit 3</b>  Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Historical fiction - vocab, grammar, setting description, character description.	<ul style="list-style-type: none"> <li>To entertain</li> <li>To inform</li> </ul>	Vlad and the Great Fire of London by Kate Cunningham



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12 <sup>th</sup> Feb	<b>Little Wandle Assessment week for Unit 1 2 and 3</b>	Historical fiction - innovate (writing own ending – from a different viewpoint)	<ul style="list-style-type: none"> <li>To entertain</li> <li>To inform</li> </ul>	Vlad and the Great Fire of London by Kate Cunningham
<b>HALF TERM</b>				
26 <sup>th</sup> Feb	<b>Spelling Unit 4</b> The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? <u>Prickly Words</u> who whole	Instructions – How to make a fruit salad	<ul style="list-style-type: none"> <li>To ensure something is done correctly.</li> </ul>	Oliver's Fruit Salad by Vivian French
4 <sup>th</sup> March	<b>Spelling Unit 4</b> The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?  <u>Prickly Words</u>  who whole	Explanation text – How does a plant grow	<ul style="list-style-type: none"> <li>To explain how something happens</li> </ul>	In the Garden by Emma Giuliani
11 <sup>th</sup> March	<b>Spelling Unit 5</b> Why do I swap the 'y' for an 'i' when I add the suffix -es?  <u>Prickly Words</u>  people friend	<b>PIXL Testing</b>	<b>PIXL Testing</b>	<b>PIXL Testing</b>



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18 <sup>th</sup> March	<b>Spelling Unit 6</b>  Why do some words have the spelling 'ey' for the sound /ee/?  <u>Prickly Words</u>  people friend	Explanation text – How does a plant grow	<ul style="list-style-type: none"> <li>To explain how something happens</li> </ul>	In the Garden by Emma Giuliani
<b>Year group: 2</b>	<b>Class: TP/AK</b>	<b>Term: Summer 2024 (Animals Near and Far and Eastern Europe)</b>		<b>Number of Weeks: 13</b>
<b>Date</b>	<b>Phonics Focus</b>	<b>Genre/Text Type</b>	<b>Purpose</b>	<b>Text</b>
8 <sup>th</sup> April	<b>Spelling Unit 7</b>  Why do some words end -le, -al, -il or -el? <u>Prickly Words</u> move improve	Description – character description	<ul style="list-style-type: none"> <li>To give a detailed account</li> </ul>	The Enormous Crocodile by Roald Dahl
15 <sup>th</sup> April	<b>Suffixes</b>  Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	Adventure stories – innovate (Change the way he tricks)	<ul style="list-style-type: none"> <li>To entertain</li> </ul>	The Enormous Crocodile by Roald Dahl
22 <sup>nd</sup> April	Revise: The /l/ or /əl/ sound spelt –el at the end of words	Adventure stories – innovate (Change the way he tricks)	<ul style="list-style-type: none"> <li>To entertain</li> </ul>	The Enormous Crocodile by Roald Dahl



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	camel, tunnel, squirrel, travel, towel, tinsel			
29 <sup>th</sup> April	Revise: The /l/ or /əl/ sound spelt -el at the end of words camel, tunnel, squirrel, travel, towel, tinsel	Description – Postcard	To give a detailed account of something	The Polar Bear – Jenni Desmond
7 <sup>th</sup> May Bank holiday	<b>SATS</b>	<b>SATS</b>	<b>SATS</b>	<b>SATS</b>
13 <sup>th</sup> May	Revise: Adding -es to nouns and verbs ending in -y flies, tries, replies, copies, babies, carries	Elephants Non-Chronological report	<ul style="list-style-type: none"> <li>To provide detailed information on the way things are.</li> </ul>	Elephants by Steve Bloom Elephants by Laura Marsh
20 <sup>th</sup> May	Revise: Adding -es to nouns and verbs ending in -y flies, tries, replies, copies, babies, carries	Elephants Non-Chronological report	<ul style="list-style-type: none"> <li>To provide detailed information on the way things are.</li> </ul>	Elephants by Steve Bloom Elephants by Laura Marsh
<b>HALF TERM</b>				



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3 <sup>rd</sup> June	<b>Suffixes</b> The suffixes –ment, –ness, –ful , –less and –ly Words ending in <b>tion-</b> station, nation, fiction, motion- practise spelling. chn been taught <b>su ti si ci from Little Wandle</b>	Performance Poetry week	<ul style="list-style-type: none"> <li>To perform.</li> </ul>	All About Fairytales by Ignacy Krasicki Performance poetry link --> <a href="https://culture.pl/en/article/discovering-the-hidden-brilliance-of-polands-poetry-for-children">https://culture.pl/en/article/discovering-the-hidden-brilliance-of-polands-poetry-for-children</a>
10 <sup>th</sup> June	<b>Suffixes</b> The suffixes –ment, –ness, –ful , –less and –ly Words ending in <b>tion-</b> station, nation, fiction, motion- practise spelling. chn been taught <b>su ti si ci from Little Wandle</b>	Traditional tales with a twist – innovation	<ul style="list-style-type: none"> <li>To entertain.</li> <li>To pass on traditional cultures.</li> </ul>	Goldilocks and the Three Bears by Amanda Askew (1 day) Goldilocks and Just the One Bear by Leigh Hodgkinson
17 <sup>th</sup> June	<b>Homophones and near homophones.</b> there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knigh	Traditional tales with a twist – innovation	<ul style="list-style-type: none"> <li>To entertain.</li> <li>To pass on traditional cultures.</li> </ul>	Goldilocks and Just the One Bear by Leigh Hodgkinson





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24 <sup>th</sup> June	<b>Homophones and near homophones.</b> there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Persuasion – letter	<ul style="list-style-type: none"> <li>To persuade</li> </ul>	The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers
1 <sup>st</sup> July	<b>Homophones and near homophones.</b> there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Persuasion – letter	<ul style="list-style-type: none"> <li>To persuade</li> </ul>	The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers
8 <sup>th</sup> July	<b>Homophones and near homophones.</b> there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Persuasion – letter	<ul style="list-style-type: none"> <li>To persuade</li> </ul>	The Day the Crayons Quit by Drew Daywalt