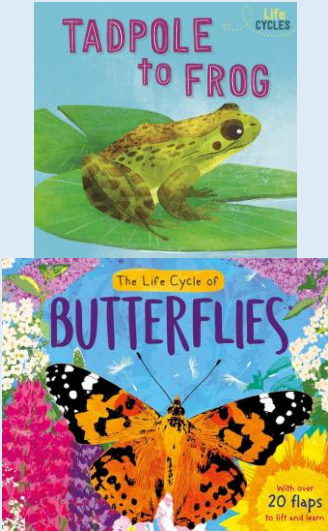
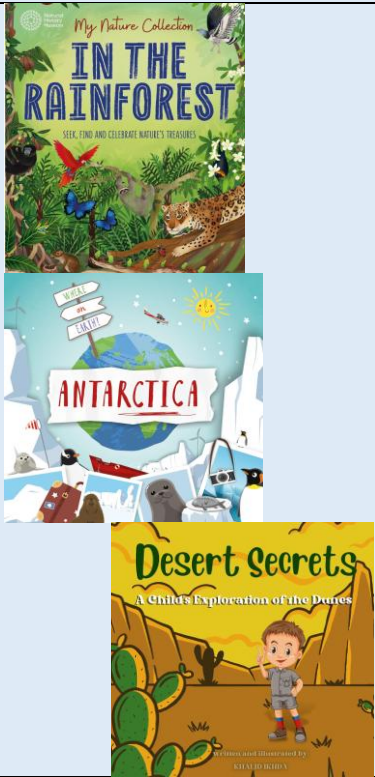
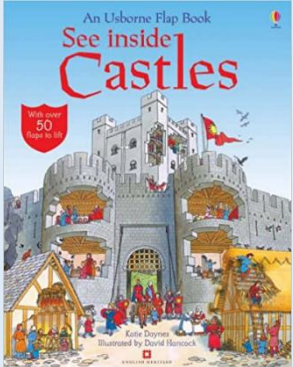
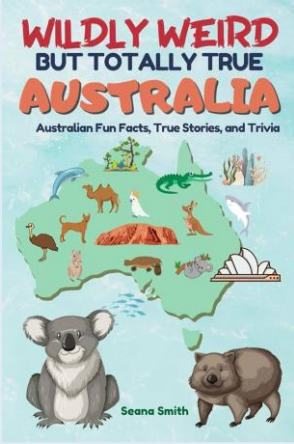


Hill View Academy English Curriculum Long Term Plan

Year 2



Topics	What is it like to live in Huddersfield?	How is The Great fire of London remembered today?	Why is it hotter near the equator and colder near the poles?	How have castles changed over time?	Who was the most successful Monarch?	What is the same and what is different about London and Canberra?
Key Text	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Supplementary Texts						
Storytime						

						
Reading for Pleasure Texts	Class library	Class library	Class library	Class library	Class library	Class library
Rhymes and Poems	Autumn poetry		All aboard the London Bus' by Patricia Toht		Bathroom Fiddler – Michael Rosen	
Non-Fiction Text						
Writing Text Type	Character Description - WTWTA Setting Description - WTWTA Autumn Poetry	Diary Entry – GFoL Fiction – My Christmas Star	Persuasive Letter – The Day the Crayon's Quit Non-chronological report – Hot/Cold Country	Fiction – George and the Dragon Non- fiction – Recount, Skipton Castle	Fiction – The Queen's Hat Non- fiction - Fact file: Queen Victoria	Instructions – Plants Fiction – The Lighthouse Keeper's lunch Poetry – Rhyming Poetry
RAFT	Character/Setting Description: R – to describe A – Adults and children for entertainment	Diary Entry: R - to recount events A – personal	Persuasive letter: R - to persuade A – personal, recipient F - past tense,	Narrative R - to entertain A – large audience F - past tense	Narrative R - to entertain A – large audience F - past tense	Instructions R - to instruct A – large audience F – time adjectives, present tense

	F – adjectives T – formal Poetry: R - to entertain A - large scale audience F – adjectives, alliteration, present tense T - informal	F - past tense, factual, apostrophes for possession, adjectives T - informal Narrative R - to entertain A – large audience F – adjectives, past tense, conjunctions T - informal	T - informal Non-chronological report R - to entertain A – large audience F – present tense, headings, subheadings, facts T - formal	T - informal Recount R – to re-tell events in order A - personal F – past tense, time adverbs T – informal	T - informal Fact file R- to inform about a queen A- Large scale audience F- Bullet points, tense, passive voice, subheadings, synonyms, parenthesis T- formal	T - formal Narrative R - to entertain A – large audience F – use of adjectives, tense, T - informal Poetry R - to entertain A – large audience F - past tense T - informal
Generating ideas	Character/Setting Description: Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Poetry: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. · Recognise simple recurring literary language in stories and poetry. · Write poetry.	Recount: Describe incidents from own experience in an audible voice, using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Narrative: Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	Persuasive letter: As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why. Continue to explore persuading and being persuaded in a variety of real-life situations through role-play and drama. Non-chronological report: Draw on knowledge and experience of texts in deciding and planning what and how to write. Through reading and in life situations, recognise, that different people (characters) have different thoughts/feelings about, views on	Narrative: Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Recount: Describe incidents from own experience in an audible voice, using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered	Narrative: Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Fact file: Draw on knowledge and experience of texts in deciding and planning what and how to write. Through reading and in life situations, recognise, that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) Explore different views and viewpoints.	Instructions: After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. Narrative: Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Poetry:

			and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) Explore different views and viewpoints.	sequence of events, use of words like first, next, after, when.		Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. · Recognise simple recurring literary language in stories and poetry. · Write poetry.
Creating information	Narrative: Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes. Poetry: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. · Recognise simple recurring literary language in stories and poetry. · Write poetry.	Recount: Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. Narrative: Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	Persuasive letter: Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Non-chronological report: Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Maintain consistency in non-narrative, including purpose and tense. Create an alphabetically ordered dictionary or glossary of special interest words. Design and create a simple ICT text. Assemble information on another subject and use the text a template for writing a report, using appropriate language to present and categorise ideas.	Narrative: Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes. Recount: Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.	Narrative: Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes. Fact file: Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Maintain consistency in non-narrative, including purpose and tense. Create an alphabetically ordered dictionary or glossary of special interest words. Design and create a simple ICT text. Assemble information on another subject and use the text a template for writing a report, using appropriate language to present, and categorise ideas.	Instructions: After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. Following other practical tasks, produce a simple flowchart or cyclical diagram independently. As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game. Narrative:

						Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes. Poetry: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. · Recognise simple recurring literary language in stories and poetry. · Write poetry.
Spelling	because, both, beautiful, pretty, could, would, grass, water, any, many, wild	Christmas, cold, father, parents, after, child, children,	Cold, hold, class, sugar, even, people,	Gold, told, great, improve, prove, Mr, Mrs, every, everybody, most,	Gold, clothes, most, great, kind, money, parents, climb,	Half, past, told, sure, busy,
Punctuation and Grammar	Character and Setting Description: Spelling: Add suffixes where change in spelling of root words occurs – ing, ed	<u>Recount</u> Spelling: Add suffixes where change in spelling occurs – ing, ed	<u>Persuasive letter</u> Spelling: Use the possessive apostrophe – singular Spell words with contracted forms Add further suffixes – ment, less, ful, ness Grammar:	<u>Narrative</u> Spelling: Use the possessive apostrophe – singular Spell words with contracted forms Add further suffixes – ment, less, ful, ness	<u>Narrative</u> Spelling: Use the possessive apostrophe – singular Spell words with contracted forms Add further suffixes – ment, less, ful, ness	<u>Instructions</u> Spelling: Add suffixes where change in spelling occurs – ing, er, est Grammar: Use sentences with different forms (command)

	Vocabulary: Use expanded noun phrases to describe and specify Grammar: Use co-ordination 'and' Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters), commas for lists	Grammar: Use a range of subordination, including, but not limited to when, if, that, or, because and co-ordination and, or, but Use sentences with different forms (statement) Use the past tense correctly (including the progressive form – she drummed) Use some features of written standard English Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular) <u>Narrative</u> Spelling: Add suffixes where change in spelling of root words occurs – ing, ed Vocabulary: Use expanded noun phrases to describe and specify	Use a range of subordination including if, that, or, because and co-ordination and, but Use sentences with different forms (question, exclamation) Use the present tense correctly (including the progressive form) Use some features of written standard English Punctation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular) <u>Non-chronological report:</u> Spelling: Add further suffixes – ment, less, ful, ness Grammar: Use a range of subordination including but not limited to when, if, that, or, because and co-ordination or, and, but Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular)	Add suffixes where change in spelling of root words occurs – ing, er, ed, est Vocabulary: Use expanded noun phrases to describe and specify Grammar: Use a range of subordination including but not limited to when, if, that, or, because and co-ordination or, and, but Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular) <u>Recount</u> Spelling: Add suffixes where change in spelling occurs – ing, ed Grammar: Use a range of subordination, including, but not limited to when, if, that, or, because and co-ordination and, or, but Use sentences with different forms (statement) Use the past tense correctly (including the progressive form – she drummed) Use some features of written standard English Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas	Add suffixes where change in spelling of root words occurs – ing, er, ed, est Vocabulary: Use expanded noun phrases to describe and specify Grammar: Use a range of subordination including but not limited to when, if, that, or, because and co-ordination or, and, but Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular) <u>Information text</u> Spelling: Add further suffixes – ment, less, ful, ness Grammar: Use a range of subordination including but not limited to when, if, that, or, because and co-ordination or, and, but Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular)	Use present tense correctly and consistently (including the progressive form) Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular) <u>Narrative</u> Spelling: Use the possessive apostrophe – singular Spell words with contracted forms Add further suffixes – ment, less, ful, ness Add suffixes where change in spelling of root words occurs – ing, er, ed, est Vocabulary: Use expanded noun phrases to describe and specify Grammar: Use a range of subordination including but not limited to when, if, that, or, because and co-ordination or, and, but Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular)
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		Grammar: Use co-ordination and Punctuation: Use both familiar and new punctuation correctly (full stops, capital letters) exclamation marks, question marks, commas for lists		for lists and apostrophes for contracted forms and possessive - singular)		
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