







St George's Primary Literacy - Long Term Plan 2020-2021 Year 2 Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	Traditional tales selection of books		Claude in the City series of books			The Magic finger Roald Dahl
Reading	<p>Little Red Riding Hood by Mandy Ross</p> <p>Jack and the Baked Beanstalk by Colin Stimpson (WA)</p> <p>Read Write Inc focus</p>	<p>Climate Change Focus - Help the Hedgehogs and protect the polar bears.</p> <p>Bog Baby by Jeanne Willis (Read to Write)</p> <p>Read Write Inc focus</p>	<p>Claude in the City by Alex Smith (WA + PoR) First News Newspaper</p> <p>National Geographic reader: Rosa Parks by Kitson Jazynka</p> <p>Read Write Inc focus</p>	<p>The Great Fire of London (non-fiction) by Sally Hewitt</p> <p>Katie in London by James Mayhew (WA) Cracking Comprehension - Great Fire of London</p>	<p>Information texts - New Brighton</p> <p>The Lighthouse Keepers Lunch by Rhonda and David Armitage</p>	<p>Grandad's Island by Benji Davies (LC) or The River</p> <p>The Magic Finger by Roald Dahl</p>
Composition	<p>Character description</p> <p>Re-tell narrative</p> <p>Non-fiction: Persuasive letter</p>	<p>Non-fiction: Non-chronological report</p> <p>Narrative: Finding story</p>	<p>Non-fiction: Newspaper reports</p> <p>If I were in Charge of the World Poem</p>	<p>Non-fiction: Diary Writing</p> <p>Creative story narrative</p>	<p>Non-fiction: Non-Chronological reports</p> <p>Character Description</p>	<p>Return narrative</p> <p>Recount of the trip to New Brighton</p>
Poetry	Autumn Poetry linked to The Sound Collector		If I were in Charge of the World Poem	St George's Day Poetry		
Vocabulary, punctuation and grammar	<p>Y1 recap - capital letters, full stops, questions marks, using "and" to join sentences,</p> <ul style="list-style-type: none"> Nouns Adjectives Expanded noun phrases Gender forms - his/her Conjunctions for subordination (when, if, that, because) Conjunctions for coordination (or, and, but) Imperative verbs Verbs and adverbs 	<ul style="list-style-type: none"> Four forms of sentences (statement, command, question and exclamation). subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Past/present tense Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use of contractions Expanded noun phrases 	<ul style="list-style-type: none"> Possessive apostrophes Expanded noun phrases Four forms of sentences (statement, command, question and exclamation) Use subordinate clauses to write complex sentences. subordination (using when, if, that, or because) Commas in a list Formation of nouns using suffixes such as -ness, -er 	<ul style="list-style-type: none"> Investigating compound words suffixes such as -ful, -less. suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. Revise: word class. Classifying word class within a sentence 	<ul style="list-style-type: none"> Past/present tense Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns [for example, the girl's name] Commas to separate items in a list 	<ul style="list-style-type: none"> The formation of adjectives using suffixes such as -ful, -less. Four sentence types Formation of nouns using suffixes such as -ness, -er Past/present tense Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Investigating compound words

Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma							
Spelling (taught through RWI spelling)	<ul style="list-style-type: none"> 'or' sound spelt a before l and ll Soft c Adding the suffix -y Homophones Adding the suffix -ly The 'n' sound spelt kn and gn 	<ul style="list-style-type: none"> The 'igh' sound spelt y Adding the suffix -ing Homophones The 'j' sound Contractions and apostrophes The 'o' sound spelt a after w and qu Adding the suffix 'ed' 	<ul style="list-style-type: none"> The 'u' sound spelt o, and the 'or' sound spelt ar after w Adding the suffix -ed Possessive apostrophes The 'r' sound spelt wr Adding the suffixes -er or -est 	<ul style="list-style-type: none"> Adding suffixes -er and -est (week 1) The 'ee' sound spelt ey Special focus - book 2b 	<ul style="list-style-type: none"> Adding the suffix -ness Words ending in -le Words ending in -el Words ending in -al The 'ir' sound spelt or after w 	<ul style="list-style-type: none"> Adding the suffix -ful Adding the suffix -less Words ending in -tion Adding the suffix -es Adding the suffix -ment Contractions and apostrophes 		
Word list (common exception words)	Review Year 1 common exception words.		<ul style="list-style-type: none"> most, only, both, could, should, would door, floor, poor, find, kind, mind who, whole, any, many, busy, people 	<ul style="list-style-type: none"> children, child, cold, gold, hold, told Mr, Mrs, Christmas, father, everybody, parents pass, plant, path, past, grass, class fast, last, break, steak, move, prove 	<ul style="list-style-type: none"> sure, sugar, water, bath, half, money, clothes, because, wild, climb, every, behind old, eye, after, hour, great 	<ul style="list-style-type: none"> pretty, beautiful, improve, again, even Review previously taught words 		
Handwriting	<ul style="list-style-type: none"> Introduce the cursive letter formation for each letter individually - follow school handwriting policy. 		Introduce the joins - following the order set out in the handwriting policy		Review all joins - following handwriting sequence. Intervention in the classroom for any children not forming letters correctly or not yet joining.			
Oracy Framework Focus	 Physical		 Linguistic		 Cognitive		 Social & Emotional	
Oracy links	<p>Introduce Talking Tips</p> <p>Drama - acting out the story</p> <p>Hot seating</p> <p>Performance Poetry - Harvest</p> <p>Persuasive speech - linked to Jack and the Beanstalk</p>	<p>Drama - Linked to Christmas performance</p> <p>Climate Change presentation - news report.</p>	<p>Use of talking tactics</p> <p>Articulate and justify answers, arguments and opinions through debate - linked to Claude in the City</p> <p>Role play with quotes for newspaper.</p> <p>Poetry performance - use of language.</p>	<p>Presentation</p> <p>Role play - linked to Fire of London.</p> <p>Story telling using a concept map linked to Katie in London</p>	<p>Drama - linked to storytelling</p> <p>Performance poetry</p> <p>Debate - Katie in London</p>	<p>Debate - use of stem sentences</p> <p>Articulate and justify answers, arguments and opinions through debate - linked to current seaside issues.</p> <p>Performance poetry</p>		

