
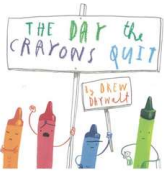

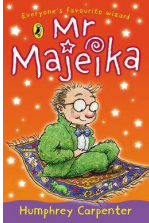

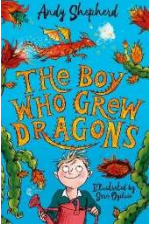






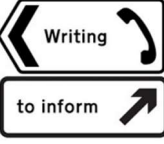
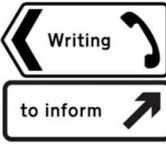
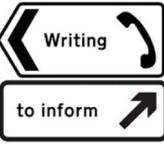
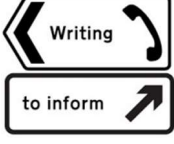
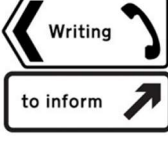
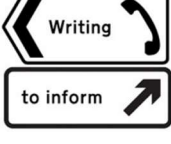


## Year 2/3 English Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>How to Wash A Woolly Mammoth – Michelle Robinson / The Little Red Hen</p>	 <p>The Day the Crayons Quit/came home – Drew Daywalt</p>	 <p>&amp; other traditional tales Inside the Villains - Clotilde Perrin</p>	 <p>Mr Majeika - Humphrey Carpenter</p>	 <p>Arthur and the Golden Rope: Brownstone's Mythical Collection - Joe Todd-Stanton</p>	 <p>The Boy Who Grew Dragons Book - Andy Shepherd</p>
<p>Description</p> 	<p>Diary</p> 	<p>Description</p> 	<p>Story Ending</p> 	<p>Description</p> 	<p>Story</p> 
<p>Instructions</p> 	<p>Letter</p> 	<p>Recount</p> 	<p>Non-Chron (linked to topic)</p> 	<p>Recount</p> 	<p>Biography</p> 
<p>Nursery Rhyme</p>	<p>Nursery Rhyme</p>	<p>List Poem</p>	<p>Cinquain</p>	<p>Rhyming Poem</p>	<p>Alliterative Sentences</p>

## Spelling, Punctuation and Grammar

### Y1 Knowledge

- |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Conjunction – and</li> <li>• Capital letters and full stop.</li> <li>• Question mark and exclamation mark</li> <li>• Capital letter for proper noun (people, places, days, months and I)</li> </ul> | <ul style="list-style-type: none"> <li>• Spell days of the week</li> <li>• Name letters of the alphabet in order</li> <li>• Add suffixes -s and -es.</li> <li>• Add prefix un-</li> <li>• Add suffixes -ing, -ed, -er, -est</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Capital Letters, Finger spaces and Full Stops</li> <li>- Questions</li> <li>- Capital letters for proper nouns</li> <li>- Spell days of the week</li> <li>- Conjunction – and</li> <li>- Alphabet</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Full Stops</li> <li>○ Capital Letters</li> <li>○ Question Marks</li> <li>○ Statements, Questions and Commands</li> <li>○ Word Classes – Noun, Adjective, Verb</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Conjunctions and prepositions for time</li> <li>- Pronouns for cohesion</li> <li>- a/an rule with vowels and consonants</li> </ul>	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Capital letters for proper nouns</li> <li>- Spell days of the week</li> <li>- Suffixes -s and -es</li> <li>- Suffixes -ed</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Full Stops</li> <li>○ Capital Letters</li> <li>○ Question Marks</li> <li>○ Statements, Questions and Commands</li> <li>○ Commas for lists</li> <li>○ Conjunction – because and but</li> <li>○ Word Classes – Noun, Adjective, Verb</li> <li>○ Contractions</li> <li>○ Past Tense</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Conjunctions for time</li> <li>- Pronouns for cohesion</li> <li>- a/an rule with vowels and consonants</li> <li>- Conjunctions – because</li> <li>- Apostrophe for possession</li> <li>- Begin using direct speech</li> </ul>	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Capital letters for proper nouns</li> <li>- Spell days of the week</li> <li>- Suffixes -s and -es</li> <li>- Suffixes -ing, -er, -est</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Statements, Questions, Commands and Exclamations</li> <li>○ Commas for lists</li> <li>○ Conjunction – because, but, if, or</li> <li>○ Word Classes – Noun, Adjective, Verb, Adverbs</li> <li>○ Expanded Noun phrases.</li> <li>○ Contractions</li> <li>○ Present Tense</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Adverbs for time</li> <li>- Pronouns for cohesion</li> <li>- Conjunctions – because, although, if</li> <li>-Begin using fronted adverbials</li> <li>- Apostrophe for possession</li> <li>-Using commas for fronted adverbials</li> </ul>	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Spell days of the week</li> <li>- Suffixes -s and -es</li> <li>- Suffixes -ing, -er, -est</li> <li>- Prefix un-</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Statements, Questions, Commands and Exclamations</li> <li>○ Conjunctions</li> <li>○ Word Classes – Noun, Adjective, Verb, Adverbs</li> <li>○ Expanded Noun phrases.</li> <li>○ Contractions</li> <li>○ Present Tense</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>-Conjunction, prepositions and adverbs for time</li> <li>- Pronouns for cohesion</li> <li>- Conjunctions – because, although, if, when</li> <li>-Begin using fronted adverbials</li> <li>-Using commas for fronted adverbials</li> <li>- Begin using direct speech</li> </ul>	<p>Y2 Revisit:</p> <ul style="list-style-type: none"> <li>○ Statements, Questions, Commands and Exclamations</li> <li>○ Conjunctions</li> <li>○ Word Classes – Noun, Adjective, Verb, Adverbs</li> <li>○ Expanded Noun phrases.</li> <li>○ Past Tense</li> <li>○ Present Tense</li> <li>○ Contractions</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Conjunctions, prepositions and adverbs for time</li> <li>- Pronouns for cohesion</li> <li>-Begin using fronted adverbials</li> <li>-Using commas for fronted adverbials</li> <li>- Apostrophe for possession</li> <li>- Begin using direct speech</li> </ul>	

## Writing

### Y1 Knowledge

- |                                                                                                                                                                                                                            |                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Saying sentence out loud</li> <li>• Sequence sentences to form short narratives.</li> <li>• Re reading to check it makes sense</li> <li>• Discuss writing with teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Read writing aloud.</li> <li>• Form capital letters</li> <li>• Form lowercase letters</li> <li>• Form digits 0-9</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- saying sentence aloud</li> <li>- sequence sentences</li> <li>- re-read writing</li> <li>- form lowercase and capital letters</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Form lowercase and uppercase letters</li> <li>○ Start joining handwriting.</li> <li>○ Suffix -ment</li> <li>○ Spelling Common Exception Words</li> <li>○ Saying sentence aloud</li> <li>○ Write down ideas.</li> <li>○ Evaluate writing.</li> <li>○ Re-read writing.</li> <li>○ Proofread writing.</li> <li>○ Begin spelling homophones</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Start joining handwriting</li> <li>- Begin planning writing by recording ideas.</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Begin to organise writing using paragraphs</li> <li>- Begin to create settings, characters and plot in narratives</li> <li>-Begin to use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul>	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- saying sentence aloud</li> <li>- sequence sentences</li> <li>- re-read writing</li> <li>- form lowercase and capital letters</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Joining handwriting</li> <li>○ Suffix -ment, -ly, -ness, -er</li> <li>○ Spelling Common Exception Words</li> <li>○ Possessive apostrophe</li> <li>○ Saying sentence aloud</li> <li>○ Write down ideas.</li> <li>○ Evaluate writing.</li> <li>○ Re-read writing.</li> <li>○ Proofread writing.</li> <li>○ Begin spelling homophones</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophe</li> <li>- Joined handwriting</li> <li>- Begin planning writing by recording ideas.</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Begin to organise writing using paragraphs</li> <li>- Begin to create settings, characters and plot in narratives</li> <li>-Begin to use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul>	<p>Y2</p> <ul style="list-style-type: none"> <li>○ Joining handwriting</li> <li>○ Suffix -ment, -ly, -ness, -ful, -less, -er</li> <li>○ Spelling Common Exception Words</li> <li>○ Possessive apostrophe</li> <li>○ Saying sentence aloud</li> <li>○ Write down ideas.</li> <li>○ Evaluate writing.</li> <li>○ Re-read writing.</li> <li>○ Proofread writing.</li> <li>○ Begin spelling homophones</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophe</li> <li>- Joined handwriting</li> <li>- Begin planning writing by recording ideas.</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Begin to organise writing using paragraphs</li> <li>- Begin to create settings, characters and plot in narratives</li> <li>-Begin to use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul>	<p>Y2</p> <ul style="list-style-type: none"> <li>○ Joining handwriting</li> <li>○ Suffix -ment, -ly, -ness, -ful, -less, -er</li> <li>○ Spelling Common Exception Words</li> <li>○ Possessive apostrophe</li> <li>○ Saying sentence aloud</li> <li>○ Write down ideas.</li> <li>○ Evaluate writing.</li> <li>○ Re-read writing.</li> <li>○ Proofread writing.</li> <li>○ Begin spelling homophones</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophe</li> <li>- Joined handwriting</li> <li>- Begin planning writing by recording ideas.</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Begin to organise writing using paragraphs</li> <li>- Begin to create settings, characters and plot in narratives</li> <li>-Begin to use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul>		

## Reading Comprehension

Y1 Knowledge

- Listen to poems, stories and non-fiction texts.
- Link texts to their own experiences
- Be familiar with traditional tales and retell them.
- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart

- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y1 Revisit: - As above</p> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Discuss sequence of events in books</li> <li>○ Recognise recurring literary language.</li> <li>○ Discuss new vocabulary.</li> <li>○ Discuss favourite words and phrases.</li> <li>○ Learn poem by heart.</li> <li>○ Prediction</li> <li>○ Answer and ask questions.</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- increase familiarity with a wide range of books</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> </ul>		<p>Y1 Revisit: - As above</p> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Discuss sequence of events in books</li> <li>○ Recognise recurring literary language.</li> <li>○ Discuss new vocabulary.</li> <li>○ Discuss favourite words and phrases.</li> <li>○ Learn poem by heart.</li> <li>○ Prediction</li> <li>○ Answer and ask questions.</li> <li>○ Make inferences on what is being said and done.</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- begin to use dictionaries.</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> <li>- Make inferences and justify with evidence</li> <li>- Begin to summarise ideas from 1 paragraph</li> </ul>		<p>Y1 Revisit: - As above</p> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Discuss sequence of events in books</li> <li>○ Recognise recurring literary language.</li> <li>○ Discuss new vocabulary.</li> <li>○ Discuss favourite words and phrases.</li> <li>○ Learn poem by heart.</li> <li>○ Prediction</li> <li>○ Answer and ask questions.</li> <li>○ Make inferences on what is being said and done.</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>- use dictionaries with confidence</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> <li>- Make inferences and justify with evidence</li> <li>- Begin to summarise ideas from 1 paragraph</li> </ul>	