

English Long Term Plan



QUEENSMEAD PRIMARY ACADEMY

Year group: 2	Class: VT/JD	Term: Autumn 2024 – Knowing Me, Knowing You, Black History Material World		Number of Weeks: 16
Date	Spelling Focus	Text Type	Purpose	Text
26 th Aug 4 days	Baseline- placement assessments Fluency Check assessments	Narrative – retell	<ul style="list-style-type: none"> To retell events in order. To use time conjunctions. 	Winnie the Witch by Valerie Thomas The Pirate Cruncher by Jonny Duddle
2 nd Sept	Little Wandle Phase 5 review /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	Instructions e.g. pirate grog or witch’s potion	<ul style="list-style-type: none"> To ensure something is done correctly. To use time conjunctions. 	Winnie the Witch by Valerie Thomas The Pirate Cruncher by Jonny Duddle
9 th Sept	Little Wandle Phase 5 review /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	Information Text - Pirates	<ul style="list-style-type: none"> To provide detailed information on a person. To extend sentences using conjunctions. 	The life of Blackbeard
16 th Sept	Little Wandle Phase 5 review /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	Information Text - Pirates	<ul style="list-style-type: none"> To provide detailed information on a person. To extend sentences using conjunctions. 	The life of Blackbeard
23 rd Sept	Little Wandle Phase 5 review /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/a	Fantasy – retell/description	<ul style="list-style-type: none"> To describe a character. To use adjectives. 	The Night Pirates by Peter Harris

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	u/ o o-e /oo/ u oul schwa: er a or ar our re			
30 th Sept	Little Wandle Phase 5 review ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	Fantasy – innovation	<ul style="list-style-type: none"> To help me imagine To write sentences using adjectives and conjunctions 	The Night Pirates by Peter Harris
7 th Oct	Review of Aut 1	Description	<ul style="list-style-type: none"> To give a detailed account of someone To use headings and subheadings 	Mary Seacole – fact file
14 th Oct	Assessments	Description	<ul style="list-style-type: none"> To give a detailed account of someone To use headings and subheadings 	Mary Seacole – fact file
HALF TERM				
28 th Oct	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Letter - apology	<ul style="list-style-type: none"> To say sorry. To use question marks and exclamation marks correctly when required. 	Jack and the Beanstalk by Carol Ottolenghi
4 th Nov	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Letter - invitation	<ul style="list-style-type: none"> To invite someone to do something. To use question marks and exclamation marks correctly when required. 	Jack and the Beanstalk by Carol Ottolenghi
11 th Nov	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	Traditional tale - retell	<ul style="list-style-type: none"> To sequence and retell a traditional tale. To extend sentences using conjunctions. 	Elves and the Shoemaker by Jim LaMarche
18 th Nov	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Traditional tale - character and setting description	<ul style="list-style-type: none"> To describe characters and settings To use adjectives 	Elves and the Shoemaker by Jim LaMarche



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25 th Nov	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Traditional tale - innovation	<ul style="list-style-type: none"> To help me imagine To write sentences using adjectives and conjunctions. 	Elves and the Shoemaker by Jim LaMarche
2 nd Dec	SPR 1 Unit 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Traditional tale - retell	<ul style="list-style-type: none"> To sequence and retell a traditional tale. To extend sentences using conjunctions. 	The Gigantic Turnip by Alecsei Tolstoy
9 th Dec	SPR 1 Unit 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Traditional tale - innovation	<ul style="list-style-type: none"> To help me imagine To write sentences using adjectives and conjunctions. 	The Gigantic Turnip by Alecsei Tolstoy
16 th Dec 4 days	Assessment	Narrative Poem	<ul style="list-style-type: none"> To retell a story To use rhyming words 	Cautionary tales from Children by Hilarie Belloc (Jim who ran away from his nurse – first verse)
Year group: 2	Class: VT/JD	Term: Spring 2025 – Fire! Fire!		Number of Weeks: 13
		Colourful Cultures – Eastern Europe		
Date	Spelling focus	Genre/Text Type	Purpose	Text
6 th Jan 4 days	SPR 1 Unit 2 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Information Text	<ul style="list-style-type: none"> To provide detailed information on the way things were. To use new and historic vocabulary. 	The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson
13 th Jan	SPR 1 Unit 2 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Information Text	<ul style="list-style-type: none"> To provide detailed information on the way things were. To use new and historic vocabulary. 	The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson
20 th Jan	SPR 1 Unit 3 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Recount (diary)	<ul style="list-style-type: none"> To retell events in order using 1st person. To describe thoughts and feelings. 	Toby and The Great Fire of London by Margaret Nash

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27 th Jan	SPR 2 Unit 4 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Recount (diary)	<ul style="list-style-type: none"> To retell events in order using 1st person. To describe thoughts and feelings. 	Toby and The Great Fire of London by Margaret Nash
3 rd Feb	SPR 2 Unit 4 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Historical fiction – vocab, grammar, setting description, character description.	<ul style="list-style-type: none"> To describe characters and settings. To use interesting sentence openers. 	Vlad and the Great Fire of London by Kate Cunningham
10 th Feb	SPR 2 Unit 5 Why do I swap the 'y' for an 'i' when I add the suffix -es?	Historical fiction - innovate (writing own ending – from a different viewpoint)	<ul style="list-style-type: none"> To write an alternative ending in 3rd person. To write sentences using interesting sentence openers, adjectives and conjunctions. 	Vlad and the Great Fire of London by Kate Cunningham
HALF TERM				
24 th Feb	SPR 2 Unit 6 Why do some words have the spelling 'ey' for the sound /ee/?	Instructions	<ul style="list-style-type: none"> To ensure something is done correctly To sequence sentences using time conjunctions 	Linked to Theme work on Poland – start with basic tasks such as teeth brushing
3 rd Mar	SPR 2 Unit 7 Why do some words end -le, -al, -il or -el?	Pixl Assessment Week		
10 th Mar	SUM 1 Unit 8 Why does 'c' make the sound /s/ in some words?	Instructions	<ul style="list-style-type: none"> To sequence sentences using time conjunctions To start and end my writing interesting ways 	Linked to Theme work on Poland – how to make traditional Polish folk art Wycinanki
17 th Mar	SUM 1 Unit 9 How can I spell the sound /zh/?	Persuasion – letter	<ul style="list-style-type: none"> To learn persuasive vocabulary To use exclamation sentences and questions 	The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers

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24 th Mar	SUM 1 Unit 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Persuasion – letter	<ul style="list-style-type: none"> To extend sentences using different conjunctions To use exclamation sentences and questions 	The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers
31 st Mar	SUM 1 Unit 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Persuasion – letter	<ul style="list-style-type: none"> To write a persuasive letter To extend sentences in different ways 	The Day the Crayons Quit by Drew Daywalt
7 th Apr	SUM 1 Unit 11 How can I show missing letters in a word?	Performance Poetry	<ul style="list-style-type: none"> To tell a story To use volume, pace and actions 	All About Fairytales by Ignacy Krasicki Performance poetry link --> https://culture.pl/en/article/discovering-the-hidden-brilliance-of-polands-poetry-for-children
Year group: 2	Class: VT/JD	Term: Summer 2025 - How does your garden grow? Exploring Near and Far		Number of Weeks: 10
Date	Spelling Focus	Genre/Text Type	Purpose	Text
28 th Apr	SUM 2 Unit 12 Why do some longer words have the spelling 'ti' for /sh/?	Traditional tales with a twist – innovation	<ul style="list-style-type: none"> To change events in a story To write descriptive sentences 	Goldilocks and Just the One Bear by Leigh Hodgkinson
5 th May 4 days	SUM 2 Unit 12 Why do some longer words have the spelling 'ti' for /sh/?	Traditional tales with a twist – innovation	<ul style="list-style-type: none"> To change events in a story To write descriptive sentences 	Goldilocks and Just the One Bear by Leigh Hodgkinson
12 th May	SUM 2 Unit 13 How do I use the possessive apostrophe (singular possession)?	Explanation text – How does a plant grow	<ul style="list-style-type: none"> To explain how something happens To use technical vocabulary 	In the Garden by Emma Giuliani
19 th May	SUM 2 Unit 13 How do I use the possessive apostrophe (singular possession)?	Explanation text – How does a plant grow	<ul style="list-style-type: none"> To explain how something happens To use technical vocabulary 	In the Garden by Emma Giuliani
HALF TERM				

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2 nd Jun	KS1 SATS			
9 th Jun	SUM 2 Unit 14 When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Retell/Description – character description	<ul style="list-style-type: none"> To describe characters and settings. To write descriptive sentences about key events. 	The Enormous Crocodile by Roald Dahl
16 th Jun	SUM 2 Unit 14 When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Adventure stories – innovate (Change the way he tricks)	<ul style="list-style-type: none"> To introduce a problem (new trick) To use interesting sentence openers. 	The Enormous Crocodile by Roald Dahl
23 rd Jun	Review prickly spellings Once,two,any, many, whole, hole, people friend, move, improve, beautiful.	Elephants Non-Chronological report	<ul style="list-style-type: none"> To provide detailed information on an animal. To use technical vocabulary. 	Elephants by Steve Bloom Elephants by Laura Marsh
30 th Jun	Review prickly spellings busy because eye shoe thought through, pretty, laugh.	Elephants Non-Chronological report	<ul style="list-style-type: none"> To provide detailed information on an animal. To write information under headings and subheadings. 	Elephants by Steve Bloom Elephants by Laura Marsh
7 th Jul 4 days	Assessment	Elephants Non-Chronological report	<ul style="list-style-type: none"> To provide detailed information on an animal. To write information under headings and subheadings. 	Elephants by Steve Bloom Elephants by Laura Marsh