

Westfield Primary School & Nursery : Year 2 English Long Term Plan 2017 - 2018

	Term 1			Term 2			Term 3		
<b>Poetry</b>	Vocab Bulding (list poems) (2 weeks)	Structure-calligrams (1 week)	Take one book (1 or 2 weeks)One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Vocab building (1 week)	Structure-calligrams (2 weeks – or 1+1 weeks)	Take one book(1 or 2 weeks)One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Vocab building (1 week)	Take one poet-poetry appreciation (2 weeks)	Take one book (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
<b>Suggested final written outcome</b>	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)		Read, write and perform free verse	Write own calligrams (shape poems)		Read, write and perform free verse	Personal responses to poetry. Recite familiar poems by heart	
<b>Narrative</b>	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks)			Stories with recurring literary language (4 weeks – or 2 + 2 weeks)			Traditional Tales - Myths (creation stories)(4 weeks - or 2 + 2 weeks)		
<b>Suggested final written outcome</b>	Write a re-telling of a traditional story.			Use a familiar story as a model to write a new story.			Write a creation myth based on ones read e.g. how the zebra got his stripes.		
<b>Grammar focus</b>	W4, S1, S2, S3, T4, P1, W1, W2, W3, P4			W4, S1, S2, S3, T4, P1, W2, T5, P2, P3			W4, S1, S2, S3, T4, P1, W2, W3, T5, P4		
<b>Non-fiction</b>	Explanations (2 weeks)	Recount- (2 weeks – or 1 + 1 weeks)		Report (4 weeks – or 2 + 2 weeks)			Instructions (2 weeks)	Explanations (2 weeks)	
<b>Suggested outcome</b>	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate			Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced	
<b>Grammar focus</b>	W4, S1, S2, S3, T4, P1, T5 A	W4, S1, S2, S3, T4, P1, P2, P3		W4, S1, S2, S3, T4, P1, W1, W3, P4			W4, S1, S2, S3, T4, P1, P2	W4, S1, S2, S3, T4, P1, W1, P3	