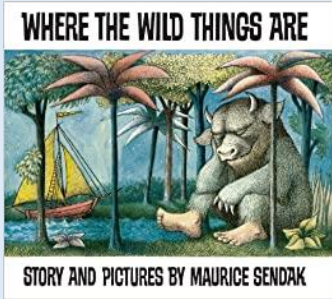
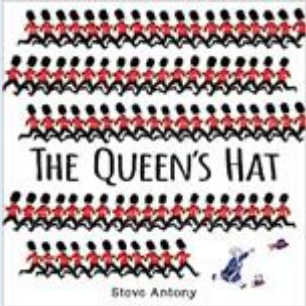
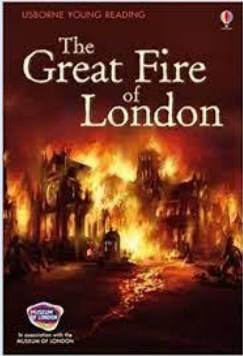

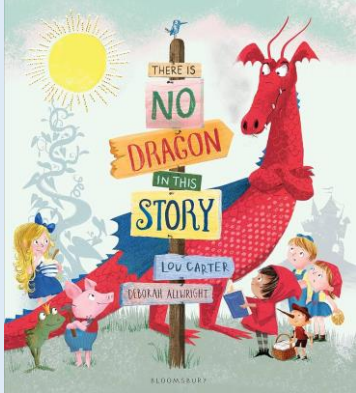
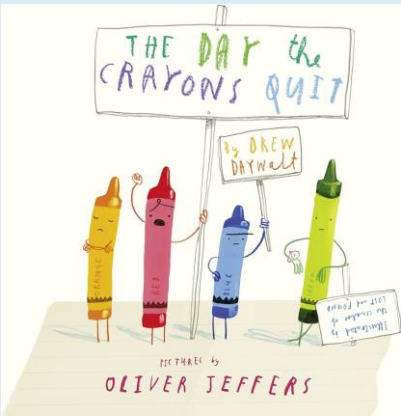
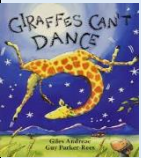
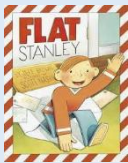
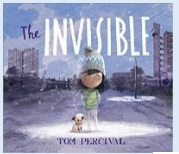

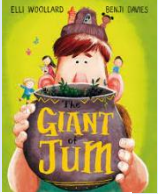
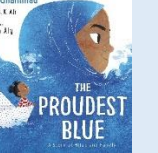
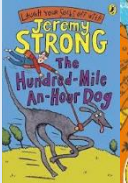
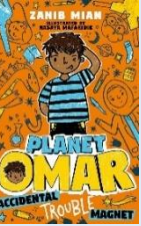
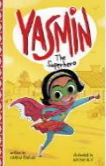


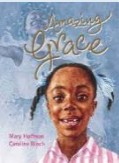
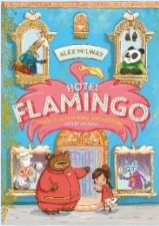

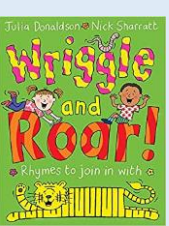
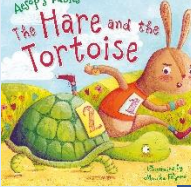


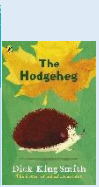
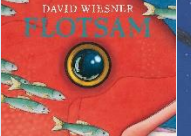

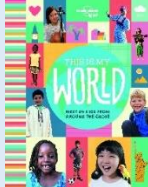


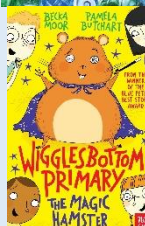
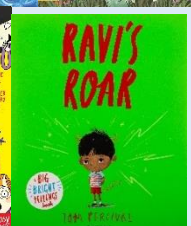




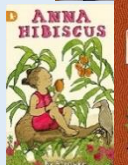


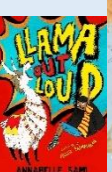


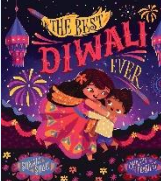
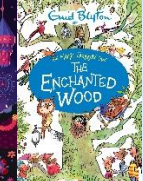
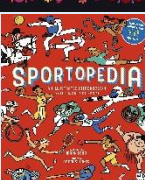

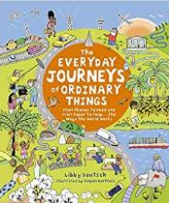
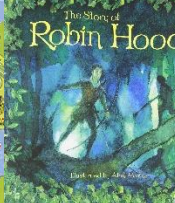
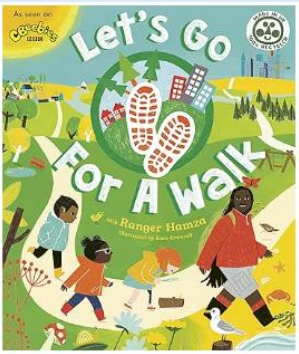
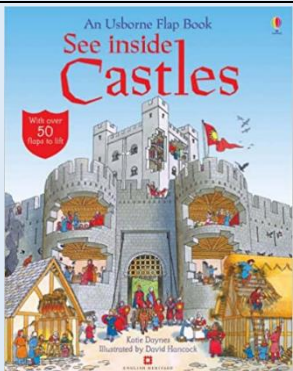
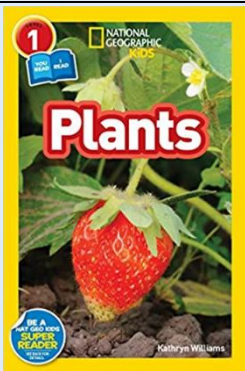


Warley Road Academy English Curriculum Long Term Plan

Year 2



| Topics | Toffee Town & Halifax | Majestic Monarchs | Fire Fire | Hot & Cold | Towers, Tunnels and Turrets | Holidays in the UK or Australia |
|---------------------|---|--|---|---|---|---|
| | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Key Text |  |  |  |  |  |  |
| Supplementary Texts | Martha Maps it out | The Queen's Handbag The Queen's Knickers | Toby and The Great Fire of London | Blown Away | Tell me a dragon | I wanna Iguana |
| Storytime |       |       |          |      |           |       |

| | | | | | | |
|----------------------------|--|---|--|---|--|--|
| |  | | | | | |
| Reading for Pleasure Texts | Library Books | | | | | |
| Rhymes and Poems | All aboard the London Bus' by Patricia Toht | | The Great Fire of London a poem for kids by Paul Perro | | Plants poems | |
| Non-Fiction Text |  |  |  |  |  |  |
| Writing Text Type | Non-Fiction – Explanation (To inform) Fiction - Narrative (To entertain) | Non-Fiction – Poetry (To entertain) Fiction – Narrative (To entertain) | Fiction – Letter (To inform) Non-fiction- Diary entry(To inform) | Fiction – Setting description (To entertain) Fiction- Postcard (To entertain) | Non- fiction – Recount (To inform) Fiction – Dragon non-chronological report about our dragon (To inform) Fiction – Narrative (To entertain) | Fiction – The Day the Crayons Quit - Letter (To persuade) Non-fiction – Letter to new teacher (To inform) |
| Grammar and Punctuation | Vowels and consonants Use of full stops. Use of capital letters, question marks and exclamation marks. (statement, question, exclamation, command) | Coordinating conjunctions to create a compound sentence: <i>or, and, but</i> Subordinate conjunctions to create a complex sentence: <i>when, if, that, because</i> | Using commas to separate lists. Adjective, adverb, verb Noun, noun phrase, determiner Expanded noun phrases | Apostrophes for contractions Apostrophes for singular possession | Use the progressive form of verbs in the present tense (E.g. She is drumming.) Use the progressive form of verbs in the past tense (E.g. She was drumming.) | Prefix Un Compound words Recap earlier work on suffixes |
| Spelling ELS | See ELS term by term progression outlined below | | | | | |

Year 2/Primary 3: Autumn 1

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 CWs | Week 7 |
|-------|-----------------------|-----------------------|-------------------|------------------|-------------------|-----------------------------|-----------------------|
| Day 1 | Vowels and consonants | Spellings of /igh/ | /j/ spelled <g> | /n/ spelled <kn> | /ee/ spelled <ey> | /or/ spelled <oor> | /u/ spelled <o> |
| Day 2 | Spellings of /ai/ | Spellings of /oa/ | /j/ spelled <ge> | /n/ spelled <gn> | /s/ spelled <c> | Common Words: because, most | /o/ spelled <a> |
| Day 3 | Spellings of /ee/ | Spellings of /i(y)oo/ | /j/ spelled <dge> | /r/ spelled <wr> | /l/ spelled <il> | /igh/ spelled <i> | /or/ spelled <a>/<al> |

Year 2/Primary 3: Autumn 2

| | Week 1 | Week 2 | Week 3 Review | Week 4 Review | Week 5 Review | Week 6 CWs | Week 7 Review |
|-------|-------------------|-------------------|------------------|-------------------|--------------------------|-------------------|-----------------------|
| Day 1 | /zh/ spelled <s> | /ur/ spelled <or> | /j/ spelled <g> | /j/ spelled <ge> | /u/ spelled <o> | /oo/ spelled <o> | /j/ spelled <dge> |
| Day 2 | /zh/ spelled <si> | /or/ spelled <ar> | /n/ spelled <gn> | /n/ spelled <kn> | /zh/ spelled <s> or <si> | /h/ spelled <wh> | /o/ spelled <a> |
| Day 3 | Homophones | Homophones | /s/ spelled <c> | /ee/ spelled <ey> | /r/ spelled <wr> | /ai/ spelled <ea> | /or/ spelled <a>/<al> |

Year 2/Primary 3: Spring 1

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 CWs |
|--------------|---------------------|---|--|--|------------|-----------------------------|
| Day 1 | /l/ spelled <el> | Doubling consonants of CVC words when adding a suffix -ed /id/ | Doubling consonants of CVC words when adding a suffix -er | Doubling consonants of CVC words when adding a suffix -y | Homophones | /oa/ spelled <o> |
| Day 2 | /l/ spelled <le> | Doubling consonants of CVC words when adding a suffix -ed /t/ | Doubling consonants of CVC words when adding a suffix -er | Doubling consonants of CVC words when adding a suffix -est | Homophones | /e/ and /ee/ spelled <e> |
| Day 3 | /l/ spelled <al> | Doubling consonants of CVC words when adding a suffix -ed /d/ | Doubling consonants of CVC words when adding a suffix -er | Doubling consonants of CVC words when adding a suffix -ing | Homophones | /oa/ spelled <o> |

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Year 2/Primary 3: Spring 2

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-------|-----------------------------|------------------------------|----------------------------------|-----------------------------|---|---|
| Day 1 | Apostrophes for contraction | Drop <e> and add suffix -ing | Drop <e> and add suffix -ed /id/ | Drop <e> and add suffix -er | Drop <e> and add suffix -y | -tion endings |
| Day 2 | Apostrophes for contraction | Drop <e> and add suffix -ing | Drop <e> and add suffix -ed /t/ | Drop <e> and add suffix -er | Drop <e> and add suffix -est | Common Words: people, busy, water |
| Day 3 | Apostrophes for possession | Drop <e> and add suffix -ing | Drop <e> and add suffix -ed /d/ | Drop <e> and add suffix -er | <a> spelled /ar/ and other Common Words | Common Words: would, should, could /oo/ spelled <oul> |

Year 2/Primary 3: Summer 1

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 CWs |
|-------|--|--|---|--|--|--|
| Day 1 | How suffixes affect the verb | Suffix -ly with no change to the root word | Suffix -ful with no change to the root word | Suffix -less with no change to the root word | Adding -ly after another suffix (-ful/-less) | Suffix -ness after adding -ful/-less |
| Day 2 | Suffix -ment with no change to the root word | Suffix -ly with no change to the root word | Suffix -ful with no change to the root word | Suffix -less with no change to the root word | Adding -ly after another suffix (-ful/-less) | Suffix -ness with no change to the root word |
| Day 3 | Suffix -ment with no change to the root word | Suffix -ly with no change to the root word | Suffix -ful with no change to the root word | Suffix -less with no change to the root word | Adding -ly after another suffix (-ful/-less) | Suffix -ness with no change to the root word |

| Year 2/Primary 3: Summer 2 | | | | | | | |
|----------------------------|--|--|--|---|---|--|--------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 CWs | Week 6 CWs | Week 7 |
| Day 1 | <y> spelling /igh/ or /ee/ | Plurals where dropping <y> add an <i> add -es | Comparatives vs superlatives | Doubling consonants of CVC words when adding a suffix -y | Common Words: sugar, eye, again | Review any previously taught content to ensure children have additional practice where required. | |
| Day 2 | Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/ | Drop the <y> add an <i> add -es Where <y> is spelling /igh/ | Drop the <y> add an <i> add -er | Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er | Common Words: any, many, beautiful, hour | | |
| Day 3 | Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/ | Drop the <y> add an <i> add -es Where <y> is spelling /ee/ | Drop the <y> add an <i> add -est | Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est | Common Words: parents, sure, clothes | | |

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