

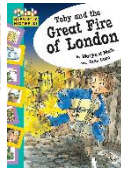



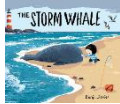

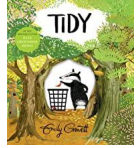




Autumn 1: ONCE UPON A TIME IN THE DEEP DARK WOOD	Autumn 2: LONDON'S BURNING	Spring 1: TOADS IN TROUBLE	Spring 2: DISCOVERING DINOSAURS	Summer 1: COMMOTION IN THE OCEAN	Summer 2: ST MATTHEW'S DETECTIVES
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p><b>Text:</b> Into the Forest by Anthony Browne.</p>  <p><b>Purpose:</b> To describe</p> <p><b>Outcome:</b> A letter to Mrs PH describing to her the forest we have found.</p> <p><b>Audience:</b> Mrs PH/ Visitors to St. Matthew's describing the woods.</p>	<p><b>Text:</b> A Walk Through London By Salvadore Rubbino Use alongside <a href="https://www.literacyshed.com/puddinglane.html">https://www.literacyshed.com/puddinglane.html</a></p>  <p><b>Purpose:</b> To Inform</p> <p><b>Outcome:</b> A Non-Chronological Report about London in 1666.</p> <p><b>Audience:</b> Special Friends (Y5)</p> <p>(Site of Application: Instruction: How to build a cardboard London landmark)</p>	<p><b>Text:</b> The bee book by Charlotte Milner</p>  <p><b>Purpose:</b> To Inform</p> <p><b>Outcome:</b> Non-chronological report (leaflet informing others about toads near the pond.</p> <p><b>Audience:</b> All classes in the school (so they understand the importance of the Bee Garden)</p> <p>(Site of Application: To recount: the visit of the bee man from their point of view)</p>	<p><b>Text:</b> Dragons and Other Beastie Poems 'What am I?' By James Carter</p>  <p><b>Purpose:</b> To describe</p> <p><b>Outcome:</b> To use the structure in the poem 'What am I?' to write own Kenning Poem</p> <p><b>Audience:</b> Year 5 Buddies (who are writing Kenning Poems next term)</p>	<p><b>Video Text:</b> Bubbles - Literacy Shed - Fantasy Shed</p>  <p><b>Purpose:</b> To recount</p> <p><b>Outcome:</b> Recount the journey of the girl</p> <p><b>Audience:</b> The new girl!</p> <p>(Site of Application: To entertain - where did the bubble take the next girl?)</p>	<p><b>Text:</b> Tidy by Emily Gravett.</p>  <p><b>Purpose:</b> To inform</p> <p><b>Outcome:</b> Information Leaflet about how to keep our school grounds clean, tidy and safe.</p> <p><b>Audience:</b> Children of St. Matthews.</p> <p>(Site of Application: To entertain - To write a narrative of a different area being tidied e.g. the sea/the school)</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p><b>YEAR ONE (recap)</b> Compose a sentence orally before writing it</p> <p>To join clauses with 'and'.</p> <p>To use capital letters and full stops.</p> <p><b>YEAR TWO (new learning)</b> To write expanded noun phrases to describe and specify</p>	<p><b>YEAR TWO (recap)</b> To write expanded noun phrases to describe and specify</p> <p>Use co-ordinating conjunctions or/and/but.</p> <p><b>YEAR TWO (new learning)</b> Write questions</p> <p>Write statements</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p><b>YEAR TWO (recap)</b> To write questions and statements.</p> <p><b>YEAR TWO (new learning)</b> Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience.</p> <p>Use subordinating conjunctions - when, if, that, because (in the middle of a sentence)</p>	<p><b>YEAR TWO (new learning)</b> Use adventurous vocabulary appropriate to the task</p> <p>Use the suffix 'er' and 'est' in adjectives</p> <p>To use commas to separate items in a list.</p>	<p><b>YEAR TWO (new learning)</b> Use a range of prepositions (behind, before, above, along)</p> <p><b>YEAR TWO (recap).</b> Link related sentences through the use of pronouns and adverbials where appropriate.</p> <p>Use the progressive form of past tense correctly and consistently e.g. he was shouting.</p>	<p><b>YEAR TWO (recap)</b> To use co-ordinating and subordinating conjunctions.</p> <p>To use commas to separate items in a list.</p> <p>To use apostrophes to mark where letter are missing in spelling.</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p><b>Text: The Three Wolves and the Big Bad Pig</b> By Eugene Trivizas</p>  <p><b>Purpose:</b> To Entertain <b>Outcome:</b> Create their own innovated story using different characters and/or settings. <b>Audience:</b> Parents/Year 5 Buddies</p> <p>(Site of Application: To describe the characters of the wolves and/or the pigs)</p>	<p><b>Text: The Baker's Boy and the Great fire of London</b> by Tom and Tony Bradman Use</p>  <p><b>Purpose:</b> To Recount <b>Outcome:</b> A recount from the boy's point of view. <b>Audience:</b> Year 5 Buddies</p> <p>(Site of Application: To inform: Fire safety leaflet to inform)</p>	<p><b>Text: The bee book</b> by Charlotte Milner</p>  <p><b>Purpose:</b> To Persuade <b>Outcome:</b> A letter to Mrs PH and the School Governors asking for money to develop a bee friendly environment <b>Audience:</b> Mrs PH and the School Governors</p> <p>(Site of Application: To instruct: How to make a bee garden/look after the bee garden)</p>	<p><b>Text: Dinosaur Land - The Magic Fossil</b> by M J Misra</p>  <p><b>Purpose:</b> To Entertain <b>Outcome:</b> Develop their own innovated story about a dinosaur adventure using the 'magic fossil'. <b>Audience:</b> Readers in the Borden Library(children go to present their books)</p> <p>(Site of Application: To recount: the moment that the fossil was found and he was transported to dinosaur land)</p>	<p><b>Text: The Storm Whale</b> by Benji Davies (Literacy Shed)</p>  <p><b>Purpose:</b> To instruct <b>Outcome:</b> To write instructions about how to get the whale back into the sea. <b>Audience:</b> People watching the news. (Site of Application: To recount from the girls point of view - finding the whale)</p>	<p><b>Text: The Night Gardener</b> by The Fan Brothers</p>  <p><b>Purpose:</b> To entertain <b>Outcome:</b> An innovated story about something wonderful happening in the woods of St. Matthews. <b>Audience:</b> New parent and children to St. Matthew's (Site of Application: To inform - the garden that had been created)</p>
<p>Key NC Statements</p> <p><b>YEAR ONE (recap)</b> Write reliably formed simple and compound sentences.</p> <p>To use capital letters and full stops.</p> <p><b>Year TWO (new learning)</b> Use co-ordinating conjunctions or/and/but.</p> <p>Use the present and past tenses correctly and consistently.</p>	<p>Key NC Statements</p> <p><b>YEAR TWO ( recap)</b> Use the present and past tenses correctly and consistently.</p> <p>Use -ly to turn adjectives into adverbs.</p> <p><b>YEAR TWO (new learning)</b> Link related sentences through the use of pronouns and adverbials where appropriate.</p>	<p>Key NC Statements</p> <p><b>YEAR TWO (recap)</b> Use subordinating conjunctions - when, if, that, because (in the middle of a sentence)</p> <p><b>YEAR TWO (new learning)</b> Use the suffixes -er, -est in adjectives.</p> <p>Write exclamatory sentences starting with 'what' and 'how'.</p>	<p>Key NC Statements</p> <p><b>YEAR TWO (recap)</b> Use adventurous vocabulary appropriate to the task.</p> <p>Use commas to separate words in a list.</p> <p><b>YEAR TWO (new learning)</b> Use the progressive form of past tense correctly and consistently e.g. he was shouting.</p> <p>To use apostrophes to mark singular possessions in nouns.</p>	<p>Key NC Statements</p> <p><b>YEAR TWO (recap)</b> To use subordinating and co-ordinating conjunctions.</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>To use capital letters, full stops, question marks and exclamation</p>	<p>Key NC Statements</p> <p><b>YEAR TWO (recap)</b> To use co-ordinating and subordinating conjunctions.</p> <p>Use present and past tenses correctly and consistently.</p> <p>Use -ly to turn adjectives into adverbs.</p> <p><b>YEAR TWO (new learning)</b> To form nouns using 'ness' and 'er' and by compounding</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p><b>Text: Jack and the Baked Beanstalk</b> By Colin Slimpson</p>  <p><b>PURPOSE:</b> To instruct <b>OUTCOME:</b> To write instructions which can go at the end of the story about how to make a baked beanstalk omelette.</p> <p><b>AUDIENCE:</b> Readers of the book/Fans of the baked beanstalk chef.</p> <p>(Site of Application: To retell the story of Jack and the Baked Beanstalk)</p>	<p><b>Text: A Year Full of Poems</b> (Snow) By Walter Delamer</p>  <p><b>Purpose:</b> To describe <b>Outcome:</b> A descriptive poem about winter/Christmas. ABAB pattern <b>Audience:</b> Parents - Christmas Card</p>	<p><b>Text: The Hedgehog</b> by Dick King Smith</p>  <p><b>Purpose:</b> To Entertain <b>Outcome:</b> To write own Innovative story about an animal/new adventure for Hedgehog. <b>Audience:</b> To our parents and other visitors to our Toad Extravaganza (parents to purchase the published stories). (Site of Application: To persuade the hedgehogs to stay where they are)</p>	<p><b>Text: How Dinosaurs Really Work</b> by Alan Snow</p>  <p><b>Purpose:</b> To inform <b>Outcome:</b> Non-Chronological Report about a different dinosaur (Text Drivers) <b>Audience:</b> Dinosaur Museum? (Site of Application: To describe the invented dinosaur)</p>	<p><b>Text: Lost and Found</b> by Oliver Jeffers</p>  <p><b>Purpose:</b> To Entertain <b>Outcome:</b> To write a story of how the penguin came to be at the boy's front door. How did he become lost? <b>Audience:</b> Year Three (Site of Application: To instruct: How to make a boat? How to get home?)</p>	<p><b>Text: On Sudden Hill</b> by Linda Sarah and Benji Davies</p>  <p><b>Purpose:</b> To instruct <b>Outcome:</b> A recipe for a good friend/ Instructions about how to make the monster creature. <b>Audience:</b> Your classmates/the school (Site of Application: To entertain – Friendship story)</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p><b>YEAR TWO (recap)</b> Use co-ordinating conjunctions or/and/but.</p> <p><b>YEAR TWO (new learning)</b> Write commands using imperative form of the verb.</p> <p>Use -ly to turn adjectives into adverbs - slowly/quickly</p> <p>Appropriately sequence their ideas.</p>	<p><b>YEAR TWO (recap)</b> Write expanded noun phrases.</p> <p><b>YEAR TWO (new learning)</b> Use adventurous vocabulary appropriate to task. Use commas to separate items in a list.</p>	<p><b>YEAR TWO (recap)</b> Use the present and past tenses correctly and consistently.</p> <p>Use co-ordinating conjunctions and subordinating conjunctions.</p> <p><b>YEAR TWO (new learning)</b> Use apostrophes to mark where letters are missing in spelling.</p>	<p><b>YEAR TWO (new learning)</b> To use sentences with different forms: statement, question, exclamation and command.</p> <p>To use subordinating conjunctions in the middle and at the beginning of sentences.</p> <p><b>YEAR TWO (recap)</b> Use present and past tenses correctly and consistently</p>	<p><b>YEAR TWO (recap)</b> To use the present or past tense correctly and consistently.</p> <p>Use the progressive form correctly and consistently.</p> <p>To use apostrophes to mark singular possession in nouns</p>	<p><b>YEAR TWO (recap)</b> To use sentences with different forms: statement, question, exclamation and command.</p> <p>To use capital letters, full stops, question marks and exclamation</p> <p>To use co-ordinating and subordinating conjunctions.</p> <p>Use present and past tenses correctly and consistently.</p> <p>Use -ly to turn adjectives into adverbs.</p>

To form nouns using 'ness' and 'er' and by compounding

Guided Reading Texts					
<p><b>TEXT DRIVERS</b></p>  <p><b>SCHOOL GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ Snow White Star Striker –</li> <li>▪ The Red Coat – Yellow</li> <li>• Lisa’s Letter – Yellow</li> <li>• The Cinderella Play - green</li> <li>▪ Jack and the Giants – Orange</li> <li>▪ Who wants to play with a troll? - Turquoise</li> <li>▪ The Ogre’s guitar – Purple</li> <li>▪ The Wolf is coming - Gold</li> </ul> <p><b>SCHOOL THEME GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ Little Red Hen – Pink</li> <li>▪ Run, Run - Pink</li> <li>▪ Sock Goblins (NF) – Pink</li> <li>▪ The King and His Wish – Red</li> <li>▪ I will get you – Red</li> <li>▪ Rabbit on the Run – Red</li> <li>▪ The Gingerbread Micro-Man – Yellow</li> <li>▪ Chicken Liken – Yellow</li> <li>▪ Hans in Luck – Blue</li> <li>▪ 3 Rocks – Blue</li> <li>▪ Jack and the Beanstalk – Green</li> </ul>	<p><b>TEXT DRIVERS</b></p> <p><b>SCHOOL GUIDED READING</b></p>   <p><b>SCHOOL THEME GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ The Royal Rabbits of London</li> <li>▪ The way back home</li> <li>▪ Snow</li> </ul> <p><b>OXFORD OWL NON-FICTION</b></p> <ul style="list-style-type: none"> <li>▪ History’s Marvellous Mistakes – Turquoise</li> <li>▪ Top 10 worst jobs in History – White</li> <li>▪ Zoom in – Blue</li> <li>▪ Building Wembley – Purple</li> <li>▪ Pick your Queen – Purple</li> </ul> <p><b>OXFORD OWL POETRY</b></p> <ul style="list-style-type: none"> <li>▪ Weather Poems – Red</li> <li>▪ Special Day Poems – Green</li> <li>▪ Season Poems – Orange</li> <li>▪ Senses Poems – Purple</li> </ul> <p><b>OXFORD OWL FICTION</b></p> <ul style="list-style-type: none"> <li>▪ Dick Whittington - Lime</li> </ul>	<p><b>TEXT DRIVERS</b></p>   <p><b>SCHOOL GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ On the Wing - Green</li> </ul> <p><b>SCHOOL THEME GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ A first book of nature</li> </ul> <p><b>OXFORD OWL NON-FICTION</b></p> <ul style="list-style-type: none"> <li>▪ My Pet – Red</li> <li>▪ A dog’s day – Red</li> <li>▪ Dens and nests – Red</li> <li>▪ Big Animal Vet – Red</li> <li>▪ Things with wings – Red</li> <li>▪ What do bugs eat? – Blue</li> <li>▪ Animal Tricks – Blue</li> <li>▪ On the Wing – Green</li> <li>▪ When animals invade – Orange</li> <li>▪ Super Senses – Orange</li> <li>▪ Who eats Who? – Orange</li> <li>▪ Animal Magic – Turquoise</li> <li>▪ Things that Sting – Turquoise</li> <li>▪ Dangerous Creatures – Purple</li> <li>▪ <b>Mini Marvels – Purple</b></li> </ul> <p><b>OXFORD OWL FICTION</b></p> <ul style="list-style-type: none"> <li>▪ Toads in the Road – Yellow</li> </ul>	<p><b>TEXT DRIVERS</b></p>  <p><b>SCHOOL GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ Harry and his bucket full of dinosaurs</li> </ul> <p><b>OXFORD OWL FICTION</b></p> <ul style="list-style-type: none"> <li>▪ My Dinosaur – Blue</li> <li>▪ Dinosaur Safari – Purple</li> <li>▪ The Dinosaur Hunter – Brown</li> <li>▪ A Mammoth Task - Turquoise</li> </ul>	<p><b>TEXT DRIVERS</b></p>   <p><b>SCHOOL GUIDED READING</b></p> <ul style="list-style-type: none"> <li>• Maps - Turquoise</li> <li>▪ Nobody got wet – yellow</li> <li>▪ The Starfish – Yellow</li> <li>▪ Dolphin Rescue – Blue</li> <li>▪ The Lighthouse Keeper’s Tea - Gold</li> </ul> <p><b>SCHOOL THEME GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ Off to the beach (red)</li> <li>• Dive, Dive – yellow</li> <li>• Queen of the waves – green</li> <li>• Crab Island - Green</li> <li>• Pirate Adventure – green</li> <li>• The Treasure Chest – Orange</li> <li>• Things that Sting – Turq</li> <li>• Sandcastle – purple</li> <li>• Pirates – Gold</li> <li>• Pirate adventure – Gold</li> <li>• Sea Stories – Brown</li> <li>• Deep down weird – Orange</li> <li>• Underwater Adventure - White</li> </ul>	<p><b>TEXT DRIVERS</b></p>    <p><b>NON-FICTION TEXTS</b></p> <ul style="list-style-type: none"> <li>• Homes in the past – blue</li> <li>• A closer look at parks – green</li> <li>• What’s Underneath – Orange</li> <li>• Rubbish – Orange</li> <li>• Look Closer - Turquoise</li> </ul> <p><b>SCHOOL GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ What a waste – Orange</li> </ul> <p><b>SCHOOL THEME GUIDED READING</b></p> <ul style="list-style-type: none"> <li>▪ On the Wing – Green</li> <li>• A new Classroom – Green</li> <li>• Rubbish – Orange</li> <li>• Cool Buildings – purple</li> <li>• Top 10 worst jobs in history.</li> </ul>

**English Long Term Plan**

Year 2 Cycle B: 2021-2022

<ul style="list-style-type: none"><li>▪ Kipper and the Trolls – Green</li><li>▪ Monkey’s Magic Pipe – Orange</li><li>▪ The Frog Prince – Orange</li><li>▪ Yoshi the Stonecutter – Orange</li><li>▪ Baba Yaga – Turquoise</li><li>▪ Rumpelstiltskin – Turquoise</li><li>▪ Cinderella – Turquoise</li><li>▪ Tall and Tiny - Brown</li></ul>		<ul style="list-style-type: none"><li>▪ Bug Hunter – Yellow</li><li>▪ The minibeast Zoo – Blue</li><li>▪ The Frog’s Tale – Green</li><li>▪ Doug Lugg Boy Slug - Purple</li></ul>			
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