	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Topic	What is London like? (National)	Significant People: (Sir Reginald Mitchell and Lilian Bader)	Trip to the Extremes (Global) (Arctic and desert)	What was childhood like in the past? (WW2)	Around the world; seven continents and five oceans. (Global)	The Great Fire of London What were the consequences of the Great Fire of London?
Main text	The Gingerbread Man- Control Ladybird First Favourite Tales Congerbread Man The Gingerbread Man	Willy the Wimp Anthony Browne Willy the Wimp	Little Red Riding Hood alternative story Lucy Rouland Ben Mantle Readin Hood	The Owl who was Afraid of the Dark	The Disgusting Sandwich- The Disgusting Sandwich- Sandwich Sand	The Enormous Crocodile- ROALD DAHL THE ENORMOUS (ROCODILE INCHESSES QUESTION BILDS
Medium term planning	English Autumn 1 MTP Year 2.docx	English Autumn 2 MTP Year 2.docx	English Spring 1 MTP Year 2.docx	English Spring 2 MTP Year 2.docx	English Summer 1 MTP Year 2.docx	English Summer 2 MTP Year 2.docx
Supporting texts	Refer to Y2 Reading Spine Actual Infant Reading Spine 2023-24	Refer to Y2 Reading Spine Actual Infant Reading Spine 2023-24	Refer to Y2 Reading Spine Actual Infant Reading Spine 2023-24	Refer to Y2 Reading Spine Actual Infant Reading Spine 2023-24	Refer to Y2 Reading Spine Actual Infant Reading Spine 2023-24	Refer to Y2 Reading Spine Actual Infant Reading Spine 2023-24

Written outcomes	Narrative – retell traditional tale Narrative –Write an alternative story	Narrative - Description of character in context of the story Non narrative- Create a "How to be brave guide."	Narrative –Retell fairy tale Narrative – Alternative fairy tale.	Narrative – Setting description in context of the story Non narrative – Recount of Visit to Tamworth Castle	Narrative –Stories with a familiar setting – Alternative characters Non narrative – Instructions – How to make a disgusting Sandwich	Narrative – Innovate stories (New animal/tricks) Non Narrative – Information texts/ Non chronological report – Crocodiles
Reading objectives	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising

| alternative sounds |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| for graphemes |
| | | | | | |
| read accurately |
| words of two or |
| more syllables that |
| contain the same |
graphemes as	graphemes as above				
above	above	above	above	above	
					read words
read words	containing common				
containing common	suffixes				
suffixes	suffixes	suffixes	suffixes	suffixes	
					read further
read further	common exception				
common exception	words, noting				
words, noting	unusual				
unusual	unusual	unusual	unusual	unusual	correspondences
correspondences	correspondences	correspondences	correspondences	correspondences	between spelling
between spelling	and sound and				
and sound and	where these occur in				
where these occur in	the word				
the word					
					read most words
read most words	quickly and				
quickly and	accurately, without				
accurately, without	overt sounding and				

	overt sounding and	overt sounding and	overt sounding and	overt sounding and	overt sounding and	blending, when they
	blending, when they	blending, when they	blending, when they	blending, when they	blending, when they	have been
	have been	have been	have been	have been	have been	frequently
	frequently	frequently	frequently	frequently	frequently	encountered
	encountered	encountered	encountered	encountered	encountered	
						read aloud books
	read aloud books	read aloud books	read aloud books	read aloud books	read aloud books	closely matched to
	closely matched to	closely matched to	closely matched to	closely matched to	closely matched to	their improving
	their improving	their improving	their improving	their improving	their improving	phonic knowledge,
	phonic knowledge,	phonic knowledge,	phonic knowledge,	phonic knowledge,	phonic knowledge,	sounding out
	sounding out	sounding out	sounding out	sounding out	sounding out	unfamiliar words
	unfamiliar words	unfamiliar words	unfamiliar words	unfamiliar words	unfamiliar words	accurately,
	accurately,	accurately,	accurately,	accurately,	accurately,	automatically and
	automatically and	automatically and	automatically and	automatically and	automatically and	without undue
	without undue	without undue	without undue	without undue	without undue	hesitation
	hesitation	hesitation	hesitation	hesitation	hesitation	
						reread these books
	reread these books	reread these books	reread these books	reread these books	reread these books	to build up their
	to build up their	to build up their	to build up their	to build up their	to build up their	fluency and
	fluency and	fluency and	fluency and	fluency and	fluency and	confidence in word
	confidence in word	confidence in word	confidence in word	confidence in word	confidence in word	reading
	reading	reading	reading	reading	reading	
Grammar	Nouns Democrating sentences forming nouns using 'ness'	Adjectives compound words adjectives with 'er' and 'est' subordination	Noun phrases homophones forming adjectives using '-ful' and '-less'	Verbs singular and plural nouns adverbs with '-ly' commas in lists	Adverbs word classes coordination apostrophes for possession	Recapping pronouns forming nouns using '-er' progressive tense

	punctuating sentences	statements and exclamations	questions and commands sentence writing	changing adjectives into adverbs	past and present tense	apostrophes for contractions uplevelling sentences
Spelling	Week one: The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words Week two: The sounds /r/ spelt 'wr' at the beginning of words Week three: The sound /s/ spelt 'c' before e, i and y Week four: The sound /j/ spelt with '-dge' and '-ge' at the end of words Week five: The sound /j/ often	Week one: The sound /l/ spelt with '-le' at the end of words Week two: The sound /l/ spelt with '-el' at the end of words Week three: The sound /l/ spelt with '-il' and '-al' at the end of words Week four: The sound /igh/ spelt with '-y' at the end of words Week five: Adding -ies to nouns and verbs	Week one: Adding -ed, -er and -est to a word ending in -y with a consonant before it Week two: Adding -ing to a word ending in -y with a consonant before it Week three: Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Week four: Adding -ing, -ed, -er, -est and -y to	Week one: The sound /u/ spelt with 'o' Week two: The sound /ee/ spelt with '-ey Week three: The /o/ sound spelt with 'a' after w and qu Week four: he stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w Week five: The sound /zh/ spelt 's'	Week one: The suffixes -ment, -ness and -ful Week two: The suffixes -less and -ly Week three: Words ending in -tion Week four: Contractions Week five: The possessive apostrophe Week six: Common exception words	week one: Homophones and near homophones Week two: Homophones and near homophones Week three: Homophones and near homophones and near homophones-conjunctions Week four: Months of the year/time Week five: Months of the year/time Week six:
	spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Week six: Common Exception Words	ending in -y Week six: Common Exception Words	words of one syllable ending in a single consonant after a single vowel Week five: The sound /or/ spelt 'a' before I or II Week six:	Week six: Common Exception Words		Question Words SPaG terms

		Common Exception Words		
Resources	The Gingerbread Man resources		The Owl who was Afraid of the Dark Resources	