

Co-op Academy Clarice Cliff - English Long Term Plan 2023-24– Year 2

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

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	overt sounding and blending, when they have been frequently encountered	overt sounding and blending, when they have been frequently encountered	overt sounding and blending, when they have been frequently encountered	overt sounding and blending, when they have been frequently encountered	overt sounding and blending, when they have been frequently encountered	<p>blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p>
Grammar	Nouns Democratizing 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

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

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