



# WAINWRIGHT PRIMARY ACADEMY

## LONG TERM ENGLISH STRATEGY 2017 – 2018

### YEAR 2



Term	Text structure	Reading	Sentence construction	Alan Peat sentences	GPS
Autumn <b>Fiction</b> <b>The Dark</b> (link to <b>Starry</b> <b>Night)</b>  <b>The Magic</b> <b>Finger</b> <b>Roald Dahl</b>	Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)  Plan opening around character(s), setting, time of day and type of weather Opening e.g. In a land far away.... One cold but bright morning..... Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement	Pupils should be taught to: ☑ develop pleasure in reading, motivation to read, vocabulary and understanding by: ☑ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ☑ discussing the sequence of events in books and how items of information are related ☑ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ☑ recognising simple recurring literary language in stories and poetry ☑ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ☑ discussing their favourite words and phrases ☑ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ☑ understand both the books that they can already read accurately and fluently and those that they listen to by: ☑ drawing on what they already know or on background information and vocabulary provided by the teacher ☑ checking that the text makes sense to them as they read and correcting inaccurate reading ☑ making inferences on the basis of what is being said and done	List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.  Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.) Types of sentences: Statements Questions Exclamations Commands  Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. Secure use of compound sentences	<b>List sentences</b> No less than three and no more than four <b>adjectives</b> before the noun. Can be very dramatic when combined with alliteration  <b>2A sentences</b> Two <b>adjectives</b> preceding the first <b>noun</b> and two adjectives preceding a second noun	<b>Demarcate sentences:</b> <b>Capital letters</b> <b>Full stops</b> <b>Question marks</b> <b>Exclamation marks</b> <b>Commas to separate items in a list</b>  <b>Consolidate:</b> <b>Punctuation</b> ☑ <b>Finger spaces</b> ☑ <b>Letter</b> ☑ <b>Word</b> ☑ <b>Sentence</b> ☑ <b>Full stops</b> ☑ <b>Capital letter</b> ☑ <b>Question mark</b> ☑ <b>Exclamation mark*</b> ☑



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<p><b>Non-Fiction</b></p> <p>Instructions on how to brush your teeth</p>	<p><b>Non-Fiction</b></p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Use of lists – what is needed / lists of steps to be taken</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<ul style="list-style-type: none"> <li>☑ being introduced to non-fiction books that are structured in different ways</li> <li>☑ answering and asking questions</li> <li>☑ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>☑ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>☑ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>☑ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>☑ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>☑ discussing the sequence of events in books and how items of information are related</li> </ul>	<p>-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Types of sentences: Statements Questions</p>	<p><b>All the W’s sentences</b></p> <p>Short sentences. Should not be scattered too frequently as will lose impact</p> <p><b>Fronted adverbial sentences</b></p> <p>Begins with an adverb</p>	<p><b>Comma after –ly opener</b> e.g. <i>Fortunately,....Slowly,....</i></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don’t, can’t</i></p>



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<p>Spring Fiction</p> <p>Anna Hibiscus (CLPE)</p>	<p>Fiction</p> <p>Anna Hibiscus</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>☑ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>☑ discussing the sequence of events in books and how items of information are related</li> <li>☑ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>☑ being introduced to non-fiction books that are structured in different ways</li> <li>☑ recognising simple recurring literary language in stories and poetry</li> <li>☑ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>☑ discussing their favourite words and phrases</li> <li>☑ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>☑ understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>☑ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>☑ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>☑ making inferences on the basis of what is being said and done</li> </ul>	<p>Complex sentences (Subordination) using: Expanded noun phrases e.g. lots of people, plenty of food</p> <p>Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.</p>	<p>Revisit 2A sentences and List sentences</p> <p><b>Name - adjective pair - sentences</b></p> <p>Works on a show and tell basis where name and details form the main clause</p>	<p><b>Speech bubbles /speech marks for direct speech</b></p> <p><i>Implicitly understand how to change from indirect speech to direct speech</i></p>
<p>Non-Fiction</p> <p>Information text about Heroes</p>	<p>Non-fiction</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections</p> <p>Sub headings to introduce sentences /sections</p>	<p>☑ discussing their favourite words and phrases</p> <p>☑ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>☑ understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>☑ drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>☑ checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>☑ making inferences on the basis of what is being said and done</p>	<p>Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p>	<p><b>BOBs sentences</b> <b>But, Or, Because, So</b> Two part sentence – first part ends with a <b>comma</b> and second part begins with a co-ordinating <b>conjunction (BOBS)</b>. No comma before because.</p> <p><b>Similes</b> Some should be banned (cold as</p>	<p><b>Apostrophes to mark singular possession e.g. the cat's name</b></p>



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	<p>Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p>	<ul style="list-style-type: none"> <li>☑ answering and asking questions</li> <li>☑ predicting what might happen on the basis of what has been read so far</li> <li>☑ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>☑ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>		<p>ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché</p>	
<p>Summer</p> <p><b>Fiction:</b> Claude in the city (CLPE)</p>	<p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Revisit 5 parts to a story</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>☑ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>☑ discussing the sequence of events in books and how items of information are related</li> <li>☑ understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>☑ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>☑ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>☑ making inferences on the basis of what is being said and done</li> <li>☑ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>☑ answering and asking questions</li> </ul>	<p>Drop in a relative clause: who/which e.g.Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p>	<p><b>What +!</b> <b>Sentences</b> Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.</p> <p><b>Ing, ing, ing sentences</b></p>	<p>Exclamation marks</p> <p>Commas in a list</p>



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<p><b>Poetry :</b> minibeast poems / outdoor poems / nonsense poetry</p>	<p>Non-fiction Revisit all taught – different sections of text and features</p>	<p>being introduced to non-fiction books that are structured in different ways</p> <ul style="list-style-type: none"> <li>☑ answering and asking questions</li> <li>☑ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>☑ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>☑ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>☑ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>☑ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>☑ discussing the sequence of events in books and how items of information are related</li> </ul>	<p>Revisit co-ordination and sub-ordination</p>	<p>Recap and revisit all sentence types taught throughout the year</p>	<p><b><i>Subordinating conjunctions</i></b></p>