

Fulwell Infant School Academy



English

YEAR 2 Long term plan 2026-2027

Week 1

Monday: Text orientation/Vocabulary/Read

Tuesday: Handwriting/Dictation (basic skills/SPAG)

Wednesday: SPAG (introducing new rule)

Thursday: Planning (start writing)

Friday: Short write and edit (1 hour) - making additions and corrections

Week 2

Monday: Writing clinic/SPAG mop-up using formative assessment






Tuesday: Handwriting/Dictation (basic skills/SPAG)

Wednesday: SPAG (introducing new rule)

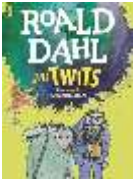
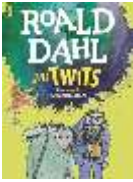
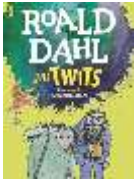
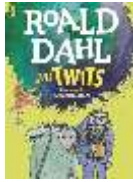
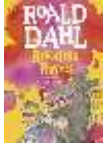
Thursday: Planning (start writing)

Friday: Writing (1 hour)




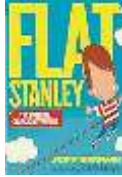
Autumn term 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
TEXT						Non-Fiction: Instructions
SPAG	Sentence Structure Re-visit capital letters & full stops Focus basic skills Fix sentences	Coordinating conjunctions and, but, so, or Spelling Focus for week- 'ge, dge'	Questions and Exclamations Spelling Focus for week - 's' spelt 'c' e.g race, city	Four different sentence types Spelling Focus 'n' sound spelt 'kn' and 'gn' e.g knock, know	Simple past tense rule 'ed' Spelling Focus 'r' sound spelt 'wr' e.g 'write, wrong'	Verbs/Adverbs Look at a range of verbs and imperative (bossy) verbs. Spelling Focus 'le' e.g table, apple
DICTION HANDWRITING	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.
READING	Oral text orientation Key vocabulary Prediction	Oral retrieval Inference View points	Clarify understanding Explain Summarise	Oral text orientation Key vocabulary Prediction	Oral retrieval Inference View points Summarise	Retrieval Key vocabulary Layout/sequencing
SHORT WRITE	Summer holiday recount	Letter from the crayons.		Character description of the witch		Instructions - How to build a Gingerbread House
LONG WRITE			Alternative story - The Day the Glue Sticks Quit		Re-tell the story	





Autumn term 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Poetry 
SPAG	<p>Revisit nouns and adjectives</p> <p>Expanded noun phrases</p> <p>Spelling focus 'el' e.g camel, tunnel</p>	<p>Commas in a list</p> <p>Spelling focus 'al' e.g metal, pedal</p>	<p>Verbs (present/past)</p> <p>Verbs ending in a 'y' drop the 'y' and add 'ied'</p> <p>Verbs ending in an 'e' just add 'd'</p> <p>Spelling focus - 'il' e.g pencil, fossil</p>	<p>Irregular past tense</p> <p>Spelling Focus 'y' e.g cry, fly, dry</p>	<p>Adverbs</p> <p>Adding suffix 'ly'</p> <p>Spelling Focus - 'l' and 'll' e.g all, ball, call</p>
DICTIONARY HANDWRITING	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.
READING	<p>Chapters 1 - 8</p> <p>The initial pranks</p> <p>Text orientation</p> <p>Key vocabulary</p> <p>Prediction</p> <p>Retrieval</p>	<p>Characters 9 - 13</p> <p>The shrinking tricks</p> <p>Inference</p> <p>Clarify understanding</p> <p>Explain</p> <p>Summarise (e.g blurb)</p>	<p>Chapters 14 - 20</p> <p>The animals and the glue</p> <p>Text orientation</p> <p>Key vocabulary</p> <p>Prediction</p> <p>Retrieval</p>	<p>Chapters 20 - end</p> <p>The revenge and downfall</p> <p>Inference</p> <p>Clarify understanding</p> <p>Explain</p> <p>Summarise (e.g blurb)</p>	<p>Analysis and Poetry performance</p> <p>Key vocabulary</p>
SHORT WRITE	Character description		Garden setting description		Write own poem
LONG WRITE		Newspaper report - Mrs Twit gets the shrinks.		Re-tell the story	






Spring term 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Non-Fiction California holiday brochure
SPAG	Homophones Spelling Focus 'o' e.g other, mother, brother'	Homophones There, their, they're Spelling Focus 'ey' e.g key, donkey, monkey	Suffixes -ment, -ness Spelling Focus 'w and qu' e.g want, watch, quantity, squash	Apostrophes (contractions) Spelling Focus - sound 'or' after 'w' e.g word, work, worm	Apostrophes (possession) Spelling Focus - 'sh' sound spelt 's' e.g television, treasure
DICTION HANDWRITING	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.
READING	Chapters 1 Text orientation Key vocabulary Prediction Retrieval	Chapters 1 Inference Clarify understanding Explain Summarise (e.g blurb)	Chapter 2 Text orientation Key vocabulary Prediction Retrieval	Chapter 2 Inference Clarify understanding Explain Summarise (e.g blurb)	Retrieval Explain Summarise
SHORT WRITE	Write a list of all the things you would do if you were flat!		Write a postcard from Stanley		
LONG WRITE		Re-tell - The night Stanley became flat		Diary extract - Stanley's adventure so far.	Fact File - California

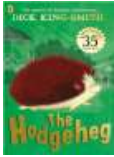
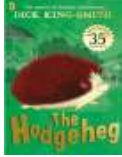
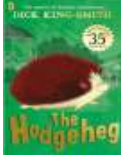
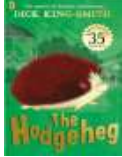
Spring term 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Poetry
SPAG	<p>Suffixes -ful, -less</p> <p>Spelling Focus - words ending in tion - station, fiction, motion</p>	<p>Suffix -er, -est</p> <p>Spelling Focus - common exception words</p>	<p>Doubling the last consonant letter of a root word 'ing, er and est'</p> <p>Spelling Focus - common exception words</p>	<p>Dropping the -e at the end of a root word before adding -ing, -er and -est</p> <p>Spelling Focus - common exception words</p>	<p>Suffix 'ing' Re-visiting different rules e.g doubling last consonant, words ending in a 'y', words that end in an 'e'</p> <p>Spelling Focus - Common exception words</p>
DICTION HANDWRIT ING	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.
READIN G	<p>Chapters 3 and 4 Text orientation Key vocabulary Prediction Retrieval</p>	<p>Chapters 3 and 4 Inference Clarify understanding Explain Summarise (e.g blurb)</p>	<p>Chapter 5 Text orientation Key vocabulary Prediction Retrieval</p>	<p>Chapter 5 Inference Clarify understanding Explain Summarise (e.g blurb/book review)</p>	<p>Analysis and Poetry performance</p> <p>Key vocabulary</p>
SHORT WRITE	Write a newspaper front cover portraying Stanley as a hero for saving the painting.		Arthur's message to Stanley - the plan for normality.		Write own poem
LONG WRITE		Write from Arthur's perspective: "I didn't mean to let him go"		Re-tell whole story.	

Summer term 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					
SPAG	<p>Revisit Commas in a list</p> <p>Spelling Focus - homophones</p>	<p>Revisit Irregular past tense</p> <p>Spelling Focus - apostrophe for contraction</p>	<p>Revisit Verbs/Adverbs Re-cap verbs and imperative (bossy) verbs. Re-cap adverbs</p> <p>Spelling Focus Apostrophe for possession</p>	<p>Revisit Different Sentence Types Four different sentence types: statement, question, exclamation, command</p> <p>Spelling Focus - Suffix; -, er, est</p>	<p>Revisit Homophones Homophones - correct spelling</p> <p>Spelling Focus - Suffix; - 'ly'</p>
DICTION HANDWRITING	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.
READING	<p>Chapter 1 and 2</p> <p>Text orientation Key vocabulary Prediction Retrieval</p>	<p>Chapter 1 and 2</p> <p>Inference Clarify understanding Explain Summarise (e.g blurb)</p>	<p>Chapter 3 and 4</p> <p>Text orientation Key vocabulary Prediction Retrieval</p>	<p>Chapter 3 and 4</p> <p>Inference Clarify understanding Explain Summarise (e.g blurb)</p>	<p>Non-Fiction Hedgehog Fact File</p> <p>Identify key vocabulary Retrieval Clarify Understanding</p>
SHORT WRITE	Character description - Max		Crossing the road instructions		
LONG WRITE		Re-tell chapter 1 and 2		Persuasive letter from Max - Urging road users to slow down.	Non-chronological report - Hedgehogs

Summer term 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
TEXT					Hedgehog Poetry
SPAG	<p>Revisit expanded noun phrases</p> <p>Spelling Focus - Suffix; -less, -ful</p>	<p>Revisit contractions - correct use of apostrophe</p> <p>Spelling Focus - Suffix; -ment, -ness,</p>	<p>Revisit possessive apostrophe</p> <p>Spelling Focus - 'tion'</p>	<p>Revisit suffixes -er, -est -ment,</p> <p>Spelling Focus - Common exception words</p>	<p>Revisit suffixes -ful, - less, -ness</p> <p>Spelling Focus - Common exception words</p>
DICTION HANDWRITING	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.	Dictation/ Handwriting - Focus basic punctuation, letter formation and key spellings.
READING	<p>Chapter 5 and 6</p> <p>Text orientation Key vocabulary Prediction Retrieval</p>	<p>Chapter 5 and 6</p> <p>Inference Clarify understanding Explain Summarise (e.g blurb)</p>	<p>Chapters 7.8 and 9</p> <p>Text orientation Key vocabulary Prediction Retrieval</p>	<p>Chapters 7,8 and 9</p> <p>Inference Clarify understanding Explain</p> <p>Summarise (e.g blurb)</p>	<p>Analysis and Poetry performance</p> <p>Key vocabulary</p>
SHORT WRITE	Poster - Road safety		Book review		Write own poem
LONG WRITE		Narrative - Crossing the Road		Letter to local council regarding road safety on Ebdon Lane (using information learnt from Max)	

Fulwell Infant School Year 2 Reading Guidance

1	Element	Purpose	PoS Covered	Potential Activities/Teaching Approach	Additional Information
M	Orientation	To provide children with the necessary background information in order to understand the unknown vocabulary and concepts in the text e.g. historical/ geographical /social context or vocab	Be introduced to non-fiction books that are structured in different ways. Recognise simple recurring literary language in stories and poetry.	Provide the children with explanations, audio clips, visual representations, discussion based activities to help them acquire enough background knowledge to engage with text.	
T	Prediction	To encourage children to make predictions based on text content and context.	Predict what might happen on the basis of what has been read so far.	Artists Easel Written predictions	Predictions based on what children will think happen using: covers, blurbs, titles, openings to chapters etc. The text is then read and predictions are tested.
W	Retrieval	To provide the children with the opportunities to retrieve information and details from a text: names, dates, times, events, actions, settings, specific words to demonstrate understanding.	Listen to, discuss and express views about a wide range of texts at a level beyond that at which they can read independently. Becoming increasingly familiar with and re-telling a wider range of stories, fairy stories and traditional tales. Understand the books they can already read accurately and those they listen to by checking that the text makes sense, correcting inaccurate reading.	Annotated (labelled) illustrations Completing tables Pen-portrait Artist's easel Setting/Character A-Z Setting/Character descriptions Y Analysis – see, hear, feel Quotes Review triangle Comprehension Qs	If necessary this lesson can start with re-reading part or all of the text: teacher led, pairs, individually. The teacher models how to find information/details from the text. Children then imitate this in pairs/independently to find additional information. Children are then set a task to locate and use/apply information/details from the text. The lesson is concluded with a simple Q and A session based in the info retrieved.
T	Identifying Meaning of words and language	To support language comprehension by identifying the meaning and purpose of specific words, phrases and language within a text and promoting the use of these more widely	Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. Discuss favourite words and phrases. Read aloud books matched to phonic ability, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Glossary Words and definitions Snapping synonyms Diamond Ranking Odd one out Comprehension Qs	This lesson could have a range of purposes with children: -finding words or phrase to meet/match a given meaning -discussing the meaning of given words and phrases -highlighting words and phrases that are proving to be a barrier to understanding to enhance meaning. The words that are examined to be revisited in different contexts.
F	Comprehension	To provide pupils with the opportunity to practise comprehension skills independently applying previously taught skills to a range of texts.	Ask and answer questions. Understand the books they can already read accurately and those they listen to by drawing on what they already know, background information and vocabulary.	SATs Style comprehension. Questions covering a specific content domain that has been identified as a concern from assessment.	This session has some brief modelling/recap of the strategies needed to be successful readers and "comprehenders"; children then practise skills and the teacher provides feedback and challenge

Fulwell Infant School Year 2 Reading Guidance

2	Element	Purpose	PoS Covered	Potential Activities/Teaching Approach	Additional Information
M	Inference	To support children to infer meaning from a text, especially in relation to characters words and actions.	Make inference on the basis of what is being said and done.	Thought Bubbles Speech Bubbles Text Messages/Social media posts Conscious Alley Letters/Postcards from characters Hot Seating Freeze frames Comprehension Qs	Teacher to model how to make inferences using Stop and Think and Think out-loud strategies. Children to engage in different tasks to practise making inferences.
T	Clarify	To ensure that children have opportunities to show their understanding of what they have read.	Discuss the sequence of events in books and how items of information are related.	Comic strips Living Graphs Time lines Blurb Flow chart Retell in different style	Children to discuss what they have learnt from a text, drawing on the information they have retrieved, inferred and the knowledge they have of the language chosen.
W	Explore/ Examine/ Explain the text	To allow children opportunities to discuss, though what they have read, taking on the thoughts and views of others to get a deep understanding of meaning, themes and styles of books.	Explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read themselves.	Writing reflections Talk Partners Think, Pair, Share Venn Diagrams Odd one out Hot seating True of False	This is a discussion-based lesson that looks at the main themes and concepts in a book/chapter. The teacher will either provide the children with a question to discuss or the children will generate their own question(s).
T	Summarise	To provide children with the opportunities to summarise the main ideas and content from a text.	Participate in discussions about books, poems and other works that are read to them and those that they can read themselves, taking turns and listening to what others say.	Headlines 10/20/30 word summary Synopsis Blurb Book Review	Children should be encouraged to stop and summarise what they know and what the main ideas of the text are before reading on.
F	Comprehension	To provide pupils with the opportunity to practise comprehension skills independently applying previously taught skills to a range of texts.	Ask and answer questions. Understand the books they can already read accurately and those they listen to by drawing on what they already know, background information and vocabulary.	SATs Style comprehension (max 5?) Questions covering a specific content domain that has been identified as a concern from assessment.	This session has some brief modelling/recap of the strategies needed to be successful readers and "comprehenders"; children then practise skills and the teacher provides feedback and challenge through hot-marking.

Year 1 and 2 Reading progression of questioning

Predict	Read/Retrieve	Identify/Infer	Clarify	Explain	Summarise/Sequence
Look at the book cover/blurb - what do you think this book will be about?	What kind of text is this?	Why was..... feeling.....?	What does the word mean in this sentence?	Who is your favourite character? Why?	Can you name the events in the order that they happened?
What do you think will happen next? What makes you think this?	Who did.....? Where did.....? When did.....? What happened when.....? Why didhappen?	Why did happen?	Find and copy a word which means	Why do you think all the main characters are girls in this book?	What happened after?
How does the choice of character or setting affect what will happen next?	How did?	Why did say?	What does this word or phrase tell you about?	Would you like to live in this setting? Why/why not?	What was the first thing that happened in the story?
What is happening? What do you think happened before?	How many.....? What happened to.....?	Can you explain why.....?	Which word in this section do you think is the most important? Why?	Is there anything you would change about this story?	Can you summarise in a sentence the opening/middle/end of the story?
What do you think will happen after?		What do you think the author intended when they said.....?	Which of the words best describes the character/setting/mood etc?	Do you like this text? What do you like about it?	In what order do these chapter headings come in the story?
What do you think the last paragraph suggests will happen next?		How does make you feel?	Can you think of any other words the author could have used to describe this?		
			Why do you think Is repeated in this section?		

Appendix 2: Handwriting guidance

In year 2, pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes

Children to be introduced to joins in HW book when all letters are formed correctly and consistently in independent writing (as and when each child is ready)

Appendix 1: Dictation

Using RWI - hold a sentence structure as a model guide for dictation lessons.

- Dictated sentences to be short, simple sentences with a focus on capital letters, full stops, finger spaces, letter formation and key spellings (Y2 pirate pete spellings and common exception words)
- Before moving on to the next sentence children to check and edit their own sentence against the original sentence that will be modelled on the whiteboard. Children to correct any errors with a green pen e.g capital letter, full stop, key spelling.
- If key spelling incorrect children to practise spelling three times or correct a particular letter e.g reversed letter or ascenders, descenders.
- All children to move on to next sentence when corrections have been made and repeat the above sequence.