






# Tittensor CE (VC) First School



## Class 2 English Long-Term Plan Year A

	Class 2 (Year 1/2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	<b>Unit:</b>	 <b>Childhood History</b>		 <b>Bright Lights, Big City Geography</b>		 <b>School Days History</b>			
<b>Year B</b>	<b>English Focus:</b>	Assess	Biographies	Non-Chronological Reports/ Poetry (riddles)	Directions/Information	Narratives	Letters	Diaries	Poetry (list)
	<b>Guided Reading (VIPERS)</b>	Shine/and Tango makes three		Lost in the Toy Museum	Katie In London	The Queen's Knickers	Whiffy Wilson: the wolf who wouldn't go to school		
	<b>Texts:</b>  <i>*Choose a selection as whole-class focus for English then use the rest as class reading for pleasure*</i>	The Great Big Book of Families  Selection of: Little People, Big Dreams  When I Grow Up		Paddington in London  This is London  Lift the Flap London	The Day the Crayons Quit  Going to school: comparing past and present  Miss Molly's school of manners				
	<b>Leading Questions to cover:</b>	What is a story? Features, plan, draft, write.  What is a biography? Who writes them? When would we need to write one? What can we find out from a biography? How do I write a fact file? How do I research effectively? How do I plan a biography? How do I draft/write a biography?	What is a non-chronological report? How do I identify the features of a non-chronological report? How do I research information for a report? How do I organise information into categories/headings? Why are facts important? How do I present my findings?  What is poetry? How do I identify the different styles? How do I create my own _____ poem? (breakdown of features, planning, drafting, writing).	What are directions? Why are they important? What is the importance of logical order? How do I plan directions based on information? How do I draft/write a set of written instructions for someone?  What is information? What are the different types of information? How can it be presented? How do I collate research for my own information booklet? How do I write different forms of information? (booklet, leaflet, poster, guide etc.)	How do I write a setting? How do I describe a character? How do I build up main events? How do I add to a story to make it more exciting? How do I plan a story? How do I draft a story? How do I write a story?	What is a letter? How do I identify the features of a letter? Why is the layout of a letter important? How do I plan a letter? How do I draft a letter? How do I write a letter?	What is a diary? How do I identify the features of a diary? Why is the layout of a letter diary? How do I plan a diary? How do I draft a diary? How do I write a diary?  What is poetry? How do I identify the different styles? How do I create my own _____ poem? (breakdown of features, planning, drafting, writing).		



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	<b>SPAG to be covered:</b>	<p>Noun phrases Different sentence openers Specific nouns (proper) Informal and formal language Lists of three</p> <p>Third person Past tense Proper nouns Informal language Different types of sentence openers Time conjunctions Similes</p>	<p>Third person Formal language Proper nouns Commas in a list Bullet points Present tense Past tense Rhetorical questions</p>	<p>Time conjunctions Imperative verbs Present tense Second person Technical language Adverbs to start sentences Colons Bullet points Formal language Simple sentences Commas to separate lists Modal verbs Proper nouns</p>	<p>Noun phrases Different sentence openers Specific nouns (proper) Informal and formal language Lists of three Adjectives Adverbs</p>	<p>First person Formal language Informal language Layout</p>	<p>Informal language First person Time conjunctions Past tense Present tense Similes Informal language Different types of sentence openers</p>
	<b>Phonics Focus:</b>	<p>Week 1: Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2: air er /z/ s –es Words with two or more digraphs e.g. queen thicker</p> <p>Week 3: Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Week 4: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p>Week 5: Review longer words</p> <p>Week 6: Test and Review – Little Wandle Assessment</p>	<p>Week 1: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn TW: their people oh your</p> <p>Week 2: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he TW: Mr Mrs Ms ask</p> <p>Week 3: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute TW: could would should our</p> <p>Week 4: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw TW: house mouse water want</p> <p>Week 5: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>Week 1: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder TW: any many again</p> <p>Week 2: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone TW: who whole where two</p> <p>Week 3: /l/ le al apple metal /s/ c ice /v/ ve give TW: school call different</p> <p>Week 4: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey TW: thought through friend work</p> <p>Week 5: Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>Week 1: /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk TW: once laugh</p> <p>Week 2: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* TW: because eye</p> <p>Week 3: /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p>Week 4: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p>Week 5: /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>Week 1: ay play a-e shake ea each e he</p> <p>Week 2: ie pie i-e time o go o-e home</p> <p>ue blue rescue ew chew new u- e rude cute aw claw</p> <p>Week 3: ea head ir bird ou cloud oy toy</p> <p>Week 4: i tiger a paper ow snow u unicorn</p> <p>Week 5: ph phone wh wheel ie shield g giant</p> <p>Week 6: Test and Review – Little Wandle Assessment</p>	<p>Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer TW: busy beautiful pretty hour</p> <p>Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large TW: move improve parents shoe</p> <p>Week 3: /sh/ ti ssi si ci potion mission mansion delicious</p> <p>Week 4: /or/ augh our oar ore daughter pour oar more review</p> <p>Week 5: Review</p> <p>Week 6: Test and Review – Little Wandle Assessment</p>



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				Week 6: Test and Review – Little Wandle Assessment	Week 6: Test and Review – Little Wandle Assessment	Week 6: Test and Review – Little Wandle Assessment							
	<b>Spellings:</b>	<b>Year 1:</b>	<b>Year 2:</b>	<b>Year 1:</b>	<b>Year 2:</b>	<b>Year 1:</b>	<b>Year 2:</b>	<b>Year 1:</b>	<b>Year 2:</b>	<b>Year 1:</b>	<b>Year 2:</b>	<b>Year 1:</b>	<b>Year 2:</b>
		<p>Week 1: <i>The sounds /f/ and /s/, spelt 'ff' and 'ss'</i> off, puff, sniff, miss, hiss, less, if, us, bus, yes</p> <p>Week 2: <i>The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</i> well, pull, full, wall, buzz, fizz, back, stick, flick, pal</p> <p>Week 3: <i>Adding the endings -ing, -ed and -er to verbs</i> hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper, cracker</p> <p>Week 4:</p>	<p>Week 1: <i>The sound /n/ spelt 'kn' or 'gn'</i> knock, know, knee, knitting, knife, gnat, gnaw, gnash, gnome, gnarled</p> <p>Week 2: <i>The sound /r/ spelt 'wr'</i> write, written, wrote, wrong, wrap, wrist, wreck, wrestle, wriggle, wren</p> <p>Week 3: <i>The sound /s/ spelt 'c'</i> race, ice, cell, city, fancy, face, space, bicycle, circle, spicy</p> <p>Week 4: <i>The sound /j/ spelt 'dge' or 'ge'</i> badge, edge, bridge, dodge, fudge, age, huge, change, charge, village</p>	<p>Week 1: <i>The digraphs 'ai' and 'oi'</i> rain, wait, train, paid, afraid, oil, join, coin, point, soil</p> <p>Week 2: <i>The digraphs 'ay' and 'oy'</i> play, way, stay, today, says, boy, toy, enjoy, annoy, royal</p> <p>Week 3: <i>The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe'</i> goal, coach, own, snow, grow, toe, goes, go, no, so</p> <p>Week 4: <i>The sound /ee/ spelt 'e' and with the vowel digraph 'ee'</i></p>	<p>Week 1: <i>The sound /l/ spelt 'le'</i> table, apple, bottle, little, middle, able, wobble, multiple, dazzle, riddle</p> <p>Week 2: <i>The sound /l/ spelt 'el'</i> camel, tunnel, squirrel, travel, towel, tinsel, bagel, hazel, vowel, jewel</p> <p>Week 3: <i>The sound /il'al' spelt 'il'al'</i> pencil, fossil, nostril, pupil, metal, pedal, capital, hospital, animal, oval</p> <p>Week 4: <i>The sound /igh/ spelt 'y'</i> cry, fly, dry, try, reply, sly, shy, terrify, sky, multiply</p>	<p>Week 1: <i>The trigraph igh</i> right, bright, light, night, fright, tight, high, l, by, my</p> <p>Week 2: <i>The vowel digraph 'ar'</i> car, start, park, arm, garden, artist, star, are, were, our</p> <p>Week 3: <i>The vowel digraph 'er'</i> better, under, summer, winter, sister, rubber, her, term, verb, person</p> <p>Week 4: <i>The vowel digraph 'ir', 'ur'</i> girl, bird, shirt, first, third, turn, hurt, church, burst, burn</p> <p>Week 5:</p>	<p>Week 1: <i>Adding 'ed' 'er' 'est'</i> copier, copied, happier, happiest, cried, replied, tried, dried, driest, funnier</p> <p>Week 2: <i>Adding 'ing' to word</i> copying, crying, replying, marrying, carrying, flying, trying, drying, skiing</p> <p>Week 3: <i>Adding 'ing' 'ed' 'er' 'est' 'y'</i> hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring</p> <p>Week 4: <i>Adding 'ing' 'ed' 'er' 'est' 'y'</i></p>	<p>Week 1: <i>The sound /k/ spelt with 'k' not 'c', before e, i and y</i> Kent, sketch, kit, skin, skill, risky, kettle, kilt, king</p> <p>Week 2: <i>The split vowel digraphs 'a-e' and 'e-e'</i> made, came, same, take, safe, date, lake, these, theme, complete</p> <p>Week 3: <i>The split vowel digraphs 'i-e' 'o-e'</i> five, ride, like, time, side, home, those, woke, hope, hole</p> <p>Week 4: <i>The /yoo/ and /oo/ sounds spelt with</i></p>	<p>Week 1: <i>The sound /u/ spelt 'o'</i> other, mother, brother, nothing, Monday, money, cover, honey, discover, wonder</p> <p>Week 2: <i>The sound /ee/ spelt 'ey'</i> key, donkey, monkey, chimney, valley, trolley, turkey, hockey, parsley, journey</p> <p>Week 3: <i>The sound /o/ spelt 'a'</i> want, watch, wander, quantity, squash, quality, squabble, squad, quad, quarrel</p> <p>Week 4:</p>	<p>Week 1: <i>The vowel digraphs 'ow' 'ou'</i> now, how, brown, brother, nothing, Monday, money, cover, honey, discover, wonder</p> <p>Week 2: <i>Words ending with the sound /ee/ spelt with 'y'</i> very, happy, funny, party, family, dizzy, smelly, silly, jolly, sunny</p> <p>Week 3: <i>The vowel digraph 'or' or trigraph 'ore'</i> for, short, born, horse, morning, more, score, before, wore, shore</p> <p>Week 4: <i>The vowel digraphs 'aw' 'au'</i></p>	<p>Week 1: <i>The suffixes 'ment' 'ness' and 'ful'</i> enjoyment, sadness, careful, playful, argument, happiness, cheerful</p> <p>Week 2: <i>The suffixes 'less' 'ly'</i> badly, hopeless, happily, lovely, joyless, slowly, quickly, careless, fearless</p> <p>Week 3: <i>Words ending in 'tion'</i> station, motion, fiction, national, section, addition, subtraction, potion, option, introduction</p> <p>Week 4: <i>Contractions</i></p>	<p>Week 1: <i>New consonant spelling 'ph' and 'wh'</i> dolphin, alphabet, phonics, elephant, when, where, which, wheel, while, white</p> <p>Week 2: <i>Adding the prefix -un</i> unhappy, undo, unload, unfair, unlock, unwrap, unzip, untidy, unwell, unkind</p> <p>Week 3: <i>Adding s and es to words</i> cats, dogs, spends, rocks, schools, friends, thanks, catches, pushes, fetches</p> <p>Week 4: <i>Compound words</i> football, playground, farmyard, bedroom, blackberry, lighthouse, sometimes, bathroom</p>	<p>Week 1: <i>Homophones</i> there, their, they're, here, hear, see, sea, to, too, two</p> <p>Week 2: <i>Homophones and near homophones</i> quite, quiet, bare, bear, one, won, son, sun</p> <p>Week 3: <i>Homophones and near homophones + Conjunctions</i> night, knight, blue, blew, hole, whole, because, so, that, or</p> <p>Week 4: <i>Months of the year/ time</i> January, February, March, April, May, June, July, August,</p>



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		<p><i>The sound spelt n before g 'ng'</i> <i>The sound spelt n before k 'nk'</i> bank, think, honk, sunk, wink, bunk, sing, string, hang, long</p> <p>Week 5: <i>The sound /ch/ spelt 'ch'</i> <i>The sound /ch/ spelt -'tch'</i> chip, chick, catch, fetch, kitchen, notch, hutch, rich, much, such</p> <p>Week 6: <i>The /v/ sound at the end of words spelt with 've'</i> van, vet, visit, have, live, give, love, glove, above, nerve</p>	<p>Week 5: <i>The sound /j/</i> gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust</p> <p>Week 6: <i>Common exception words</i> door, floor, again, wild, children, climb, parents, most, only, both</p>	<p>me, she, we, be he, see, tree, green, meet, week</p> <p>Week 5: <i>The vowel digraph 'ea'</i> sea, dream, meat, each, scream, read, head, bread, meant, instead</p> <p>Week 6: <i>The vowel digraph 'ie' making the /igh/ and /ee/ sounds</i> lie, tie, pie, cried, tried, dried, chief, field, thief, shield</p>	<p>Week 5: <i>Adding 'ies'</i> flies, tries, replies, copies, babies, carries, cries, dries, marries, families</p> <p>Week 6: <i>Common exception words</i> find, mind, behind, old, cold, gold, hold, told, every, everybody</p>	<p><i>Adding -er and -est to adjectives</i> grander, grandest, fresher, freshest, quicker, quickest, taller, tallest, slower, slowest</p> <p>Week 6: <i>Days of the week/ Common Exception Words</i> Monday Tuesday Wednesday Thursday Friday Saturday Sunday there, here, they</p>	<p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny</p> <p>Week 5: <i>The sound /or/ spelt 'a'</i> all, ball, call, walk, talk, always, small, wall, fall, altogether</p> <p>Week 6: <i>Common exception words</i> fast, last, father, class, grass, pass, plant, path, bath, people</p>	<p><i>the split digraph 'u-e'</i> June, rule, rude, flute, use, tube, tune, huge, cute, cube</p> <p>Week 5: <i>The vowel digraph 'oo'</i> food, pool, moon, soon, zoo, book, took, foot, wood, good</p> <p>Week 6: <i>The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</i> blue, clue, true, rescue, drew, new, few, grew, flew, threw</p>	<p><i>The sound /er/ spelt 'or' or /or/ spelt 'ar'</i> word, work, worm, world, worth, worst, war, warm, towards, ward</p> <p>Week 5: <i>The sound /zh/ spelt 's'</i> television, treasure, usual, division, vision, pleasure, measure, occasion, usually, leisure</p> <p>Week 6: <i>Common exception words</i> even, break, steak, great, move, prove, improve, sure, sugar, eye</p>	<p>saw, draw, yawn, crawl, claw, author, August, dinosaur, astronaut, your</p> <p>Week 5: <i>The vowel trigraphs 'air' 'are'</i> air, fair, pair, hair, chair, bare, dare, care, share, scared</p> <p>Week 6: <i>The vowel trigraph 'ear'</i> dear, hear, beard, near, year, clear, fear, bear, wear, pear</p>	<p>can't, didn't, hasn't, couldn't, it's, wouldn't, shouldn't, wasn't, Mr, Mrs</p> <p>Week 5: <i>The possessive apostrophe</i> Megan's, Ravi's, the girl's, a dog's, the teacher's (and use in sentences accurately)</p> <p>Week 6: <i>Common exception words</i> any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind</p>	<p>classroom teatime</p> <p>Week 5: <i>Words with contractions</i> I'm, I'll, we'll, she'll, you'll, they'll, we're, you're, he's they're</p> <p>Week 6: <i>Common Exception Words</i> of, said, was, has, come, one, once, ask your, is</p>	<p>September, October</p> <p>Week 5: <i>Months of the year/ time</i> November, December, after, past, hour, half, minute, quarter, month, second</p> <p>Week 6: <i>Question words/SPAG terms</i> who, why, what, how, which, where, when, adjective, adverb, verb</p>
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