

BANISTER WRITING LONG TERM PLAN: Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	1) Lost in the Toy Museum – David Lucas 2) The Bear and the Piano – David Litchfield	1) The last stop on Market Street – Matt de la Pena 2) Small in the City – Sidney Smith 3) The Comet – Joe Todd-Stanton	1) Soar – Animation 2) Izzy Gizmo – Pip Jones	1) Inside the Villains – Clotilde Perrin 2) The Last Wolf – Mini Grey	1) The case of the Red-bottomed Robber – Richard Byrne 2) The Day the Crayons Quit – Drew Daywait	1) Grandad's Island - Benji Davies 2) Coming to England – Floella Benjamin
Story Escape	Mr Penguin and the Lost Treasure – Alex T.Smith	Rabbit and Bear: The Pest in the Nest Julian Gough & Jim Field	Super Dad's Day Off – Phil Earle	Diary of the Big Bad Wolf – Ben Miller	The Twits - Roald Dahl	The Faraway Tree – Enid Blyton
Talk Through Stories TEXT	Ruby's Worry – Tom Percival Leo and the Octopus – Isabelle Morinov The Invisible – Tom Percival	The Wall and the Wild – Christina Dendy Katie and the Starry Night – James Mayhew Introducing the Reading Dogs	The Building Boy – Ross Montgomery Armstrong – The Adventurous Journey of a mouse to the Moon – Torben Kuhlmann Guided Reading focus: Retrieval Rex	After the Fall – Dan Santat Guided Reading focus: Retrieval Rex Vocab Victor As above	Guided Reading focus: Retrieval Rex Vocab Victor Inference Iggy As above	Guided Reading focus: Retrieval Rex Vocab Victor Inference Iggy As above

Writing Outcomes ENTERTAIN 7 INFORM 8	Labelled Diagram of a Lost Item Description: Setting – Hiding places Letter: Encouragement for the Bear (Go to the city or not?) Narrative: Hopes and dreams for the future.	Poetry: Senses Poetry Diary: How I feel in the city/country Instructions: How to make a home.	Description: The feeling of flying – 1st person account Letter: To advise – ways to problem solve calmly. Explanation: Invention explanation (Design a mode of transport for the future)	Non-Chon: Inside a Villain Character Description Diary: Misunderstood Villain	Narrative - Retelling Letter: To Complain	Memories : Own Experience Diary: Arriving in a new place. Setting Description: Entering a new world
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Phonics	Review: ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) /oa/ (go) /o/ (was) /oo/ (push) /y/+oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) /ur/ (world) /ur/ (learn) /oo/ (soup) /oa/+l/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch)	Review: u/ (brother) /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ – tion (station) /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian	Review of assessed gaps and tricky sounds from Autumn Term <u>ELS Spelling Programme</u> /oa/ spelled o /o/ spelled a /or/ spelled a/al Doubling consonant to add suffix ed (id/t/d) /l/ spelled el/le/al	<u>ELS Spelling Programme</u> ed suffix sounds like id/d/t Drop e to add-ing Apostrophes for contractions Apostrophes for possession Homophones Doubling consonant to add suffix y Doubling consonant to add suffix – est Doubling consonant to add suffix -ing	<u>ELS Spelling Programme</u> -tion endings (ELS SPRING 2) Suffix –est/-er (ELS SPRING 2) Suffix –ment no change to the root word. Suffix –ly no change to root word suffix –ful/-less no change to root word Adding –ly to the suffix – ful/-less Common Exception Words	<u>ELS Spelling Programme</u> y spelt igh/ee/ied Doubling consonants of CVC words when adding y Drop the y + i Plurals: ies Comparatives and Superlatives – adding er /est after doubled consonant. Common Exception Words
Spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	- Write simple sentences dictated by the teacher - learning new ways of spelling phonemes for which one or more spellings are already known	- Apostrophes for contractions - Apostrophes for possession - Write simple sentences dictated by the teacher - learn some words with each spelling, including a few common homophones	- Common Exception Words - Write simple sentences dictated by the teacher - Distinguish between homophones and near homophones	- Common Exception Words - Write simple sentences dictated by the teacher
Handwriting	- Recap long ladder and one-armed robot letter families. - form lower-case letters of the correct size relative to one another - write capital letters and digits of the correct size, orientation and relationship to one	- Revise camel c family letters - Revise spacing between words that reflects the size of the letters - Review ascenders and descenders - Dictation of sentences using all letter families.	- Revise zig-zag letter families and one other family that is a particular need of the class. - Revise Capital letters and lowercase sizing.	- Teach horizontal strokes needed to join letters eg: ch, ck, th, wh, wa, wo, on, en - Apply joins through: - common exception words - spelling patterns - dictated sentences - short independent writing.	- Teach diagonal strokes needed to join letters eg: ai, ar, an, am, in, ir, at, it ul - Apply joins through: - common exception words - spelling patterns - dictated sentences - short independent writing.	- to explore which letters, when adjacent to one another, are best left unjoined eg: br, pr, ox, fr, - Children compare joined and unjoined writing and discuss readability.

	another and to lower case letters					
Spoken Language and Oracy	- begins to listen and respond appropriately to a wider range of adults and their peers - to use relevant strategies to build their vocabulary.	- to ask relevant questions to extend their understanding and knowledge. - to participate in discussions and role play and performances.	- to participate in role play and improvisations - to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - to use relevant strategies to build their vocabulary.	- to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- to participate in discussions and presentations - to articulate and justify answers, arguments and opinions - to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	- to participate in debates - to consider and evaluate different viewpoints, attending to and building on the contributions of others. - to select and use appropriate registers for effective communication. - to gain, maintain and monitor the interest of the listener(s).
Composition	- Positive attitudes towards writing: writing about personal experiences. - Planning or saying out loud what they want to write. - Make simple additions to their writing.	- Positive attitudes towards writing: writing about real events. - Make simple revisions to their writing. - Evaluating their writing with their teacher. - Read aloud what they have written.	- Positive attitudes towards writing: writing about poetry. - Planning by writing down ideas and/or key words. - Re-read their work and make simple revisions and corrections for spelling to their writing. - Evaluating their writing with their teacher.	- Encapsulating what they want to say, sentence by sentence - Re-read their work and make simple revisions and corrections for spelling and punctuation to their writing. - Evaluating their writing with their teacher and peers.	- Positive attitudes towards writing: writing for different purposes - Planning by writing down ideas and/or key words including new vocabulary. - Proof-reading to check for errors making simple revisions and corrections for spelling, punctuation and verb tenses in their writing. - Evaluating their writing with their teacher and peers. - Read aloud what they have written with appropriate intonation to make the reading clear.	
Colour Semantics	Revise + Secure: Who + Doing + What + Where/ + When + Describe + How		Secure: Who + Doing + What + Where/ + When + Describe + How Introduce: Why		Introduce: variety in sentence length/combinations eg: Who + Doing + What. Who + Doing + What + How. Describe + Who + Doing + What + When + How. Who + Doing + How.	
Vocabulary & Terminology	statement command question exclamation	noun adjective noun phrase alliteration	suffix verb tense (past/present) adverb comma	Apostrophe simile		

Punctuation

• Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences.	• Commas in a list		• Apostrophes for contractions	• Apostrophes for singular possession
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Grammar	• learn how to use coordination (and, or, but) • use of the present tense <u>What! Sentences</u> Open a sentence with “What” and end with a ! Eg: What a loud bang!	• use of expanded noun phrases to describe and clarify. • learn how to use subordination (when, if, that or because) • Order of adjectives: quantity, opinion, size, shape, age, colour, origin/material, qualifier(purpose). <u>-ly sentences</u> Eg: She tiptoed silently out of her bedroom. <u>BOBS Sentences</u> Use but, or, because, so to join two clauses. Eg: It was very tiring because the umpire forgot to blow the whistle.	• Use of the simple past tense eg: He ran to school <u>Double Adjective Sentences</u> Use two adjectives before a first noun and then a second noun to make a sentence eg: The green, scaly monster laid in his deep, dark cave.	• Use of the past progressive tense eg: He was running to school. We were going to the cinema. <u>Simile Sentences</u> Use a simile to describe a noun using as or like eg: The night air was as black as coal. <u>-ed and –ed Sentences</u> Use two past tense –ed verbs linked with and ‘and’ eg: The mouse scampered away and entered into its hole.	• use of expanded noun phrases to describe and clarify <u>When, if, that to join two clauses</u> Use when, if, that to join two clauses. <u>List Sentences</u> Use 3 adjectives before a noun with a separating comma eg: Keisha held the large, black, spindly spider.	• learn how to use subordination (when, if, that or because) <u>-ly sentences</u> Eg: Silently, she tiptoed out of her bedroom
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