

English Long Term Planning Year 2/3

Year Group: 2/3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Core Text:</b>	<b>How to Wash a Woolly Mammoth</b>		<b>Paper Bag Princess</b> <b>Poetry:</b> <b>Firework/Halloween</b>		<b>Lilly and the Snowman. (Digital Literacy- The Literacy Shed)</b>		<b>Bog Baby -Jeanne Willis</b>		<b>The Princess and the Pea (Traditional Tale)</b>  <b>The Pea and the Princess by Mini Grey (Alternative version)</b>		<b>Cloudland by John Burningham</b>	
<b>Main Writing Focus</b>	<b>Non-fiction</b> Instructions	<b>Non-Fiction</b> Design a new product and write an explanation about it.	<b>Fiction</b> Diary entries	<b>Fiction</b> Narrative-rewrite the story changing an element or ending.	<b>Fiction-</b> Narrative- Retell	<b>Non-Fiction</b> Explanation	<b>Fiction</b> Narrative Character and setting descriptions	<b>Non-Fiction</b> Argument-keep him or return him home	<b>Fiction-</b> Narrative- Retell traditional tale	<b>Non-Fiction</b> List of pros and cons of being a Princess <b>Use story of the princess and the Peas by Mark Warner.</b>	<b>Fiction –</b> Recount	<b>Non- Fiction</b> Instructions – making food for the party List making menus party
<b>Short Writing Opportunities</b>	*Descriptive sentences to describe different creatures/ animals. *Instruction sequencing *Commands linked to real life tasks *Contraction surgery linked to commands e.g. don't *Instructions for looking after an egg for an animal. *Egg descriptions *lists and commas in lists *Deign a product bath foam, shampoo... *Thought bubbles of characters... Command style sentences...		*Description of characters *Compare main character to typical princesses *Story map *Comparison of characters in the book  *Short diary entry for the day *Speech from Prince/Princess about what a Prince/Princess should be like		*Description of characters *Story mapping *Thought tracking *Thought of speech bubbles *write from the point of view of the snowman for each scene. * write a letter as if you are Lily to a friend telling them about the snowman.		*Descriptive sentences- Bog Baby *Missing posters- Bog Babies parents- looking for him.  *Diary entry/letter- short- Bog baby and from point of girls who found him..		*Thought bubbles *Thought tracking *Short diary- extracts *Story mapping *Feelings map		*Lists *Recipes *Invitations	
<b>Longer Writing Opportunities.</b>	*How to wash a different creature 'How to wash a naughty monkey'		*Rewrite story changing main aspects of it. Paper bag could be		*Retell the story.		*Argument to keep him or return him to his home		Retell from the princess' point of view and then from the pea. Focus on feelings etc.		Diary entry e.g. what happens to him everyday. 'I wonder what will happen tomorrow.'	

	*An advert for a new bath product.	changed to something else. Dragon could be changed to  *Diary entry from different characters points of view for a long period of time  *Change the ending.	*Explanation of what would happen to the snowman when he melts.  *Instructions how to build a Snowman	*Descriptions of Bog Baby and setting (could bring in a bucket and recreate his bucket home)	List of pros and cons of being a Princess  <b>Letter writing- from the point of view of Lily- The Princess and the Peas by Mark Warner</b>	Instructions- making food for party
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### Key Teaching Focus NC

<b>Sentence structure</b>	<p>Y2 *Statements and commands *Reinforce coordination conjunctions and introduce the use of 'but 'Put him in the bath but watch out because he might slip out'.</p> <p>Y3 Prepositions to show place and relationships.</p>	<p>Y2 Uses wide variation of sentence openers.</p> <p>Y3 Subordinating conjunctions <b>When, before, after, if and because</b></p>	<p>Y2 *Using adverbs to start sentences and show passing of time *Variation of sentence openers</p> <p>Y3 *Adverbs of time for Duncan's story *Usually uses a range of adverbs e.g. You have been handing me too roughly. You have been pressing to hard</p>	<p>Y2 *Coordination and subordination (When he was in the wild his was.... Now he is)</p> <p>Y3 *Variety of sentence types *Correct from of a or an e.g. an orangutan *Conjunctions e.g because *Prepositions e.g. this is happening because of *Sentence types e.g. this needs to stop. This has to stop because</p>	<p>Y2 *Subordination *Exclamation sentences *Variety of sentence openers related to characters view points</p> <p>Y3 *Prepositions to show place walk through the setting e.g. she was between... above the towering... *Subordinating conjunctions e.g. when the rod hit the table..... then you will hear. When she stepped outside the door everything seems to stop.</p>	<p>Y2 *Sentence types</p> <p>Y3 *Verbs and adverbs to show characterisation e.g. she glared at him. Her lip curled.</p>
<b>Punctuation</b>	<p>Y2/3 *Apostrophes for contracted forms *Exclamation marks</p> <p>Commas in lists</p>	<p>Y2 Shows understanding of exclamation marks and question marks.</p> <p>Y3 Inverted commas</p>	<p>Y2 *Use commas in a list .g she felt ...</p> <p>Y3 *possession e.g. the snowman's scarf, Lily's .... (beauty, personality)</p> <p>*Contractions *Uses demarcate speech e.g from speech bubble into narrative from crayons view point</p>	<p>Y2 *Contractions e.g. we shouldn't have him here. He is happy where he was. *Bullet and number points for argument</p> <p>Y3 *Inverted commas (Narrative) *Adverbs *Commas in a list</p>	<p>Y2 *Exclamation marks</p> <p>Y3 * Exclamation marks *Capital letters and full stops</p>	<p>Y2 *Commas in a list</p> <p>Y3 *Inverted commas to punctuate speech</p>

<b>Text Structure and Organisation</b>	<p>Y2 Connect ideas through use of numbered points and headings *Sequence and connect ideas</p> <p>Y3 Clear text structure (Linked to genre)</p>	<p>Y2 Include a beginning and ending. Use of time connectives.</p> <p>Y3 Organising sections/paragraphs</p>	<p>Y2 *Connects ideas thought time connectives *Correct tense</p> <p>Y3 *Progressive form of the verb (coming from the snowman e.g. when is she going to come?)</p> <p>*Paragraphs to group related material</p> <p>* Characterization through dialogue e.g I can't believe you would do this to me</p>	<p>Y2 *Adjectives without repetition</p> <p>Y3 *Balance between description and dialogue *Writing features appropriate to the task *Use heading and subheading and linked paragraphs</p>	<p>Y2 *Opening key events and endings</p> <p>Y3 Consistent capital letters, full stops and exclamation marks *Clear sentence structure *Varying sentence openings *Features usually appropriate to the task</p>	<p>Y2 *Use of heading numbered and bullet points</p> <p>Y3 *Paragraphs to group related material Consistent capital letters, full stops and exclamation marks *Clear sentence structure</p>
<b>Composition and Effect</b>	<p>Y2 Some adventurous word choices to add detail. *Expanded noun phrases</p> <p>Y3 Expanded noun phrases.</p>	<p>Y2 Adjectives used without repeating meaning.</p> <p>Y3 Creating settings and characters</p>	<p>Y2 *Precise verbs e.g. she placed him in the freezer. She abandoned him etc.</p> <p>Y3 Adverbs to add detail to events</p>	<p>Y2 *Aware of view point</p> <p>Y3 *Carefully choice of vocabulary e.g. detailed and persuasive</p>	<p>Y2 *Grouping related ideas together *Able to write from two different view points</p> <p>*Purpose of task e.g. memories of an event</p> <p>Y3 * Characterisation through description</p> <p>*Creates settings and characters</p>	<p>Y2 *Aware of view point *Expanded noun phrases *Purpose of writing e.g. menu and invitations</p> <p>Y3 Creates settings and characters</p> <p>*Carefully choice of vocabulary e.g. detailed and persuasive</p>
<b>Reading Spine</b> (Other books to supplement the topic)						