



## Corporation Road Community Primary School

### English LTP 2021-2022

English: Year 2																			
<p><b>Vision:</b> We believe that reading, writing and verbally communicating are key life skills. Language unlocks the curriculum and is essential for success across all subjects. Through our English curriculum, we develop the skills and knowledge that will enable children to communicate effectively and creatively, through spoken and written language and equip them with the skills needed to become lifelong learners. We want our children to enjoy and appreciate literature and its rich variety. Children will access a wide range of challenging and language rich texts, which will engage, interest and open the door to both the real world and a world of imagination. They will have opportunities to read together and independently, listen to, share, discuss and write from these texts. Literacy is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes. It also allows them to examine their own and others' experiences, feelings and ideas, giving these order and meaning. It is integral to broadening a child's intellectual, emotional, spiritual, moral and social development.</p>																			
Domains		Key Concepts				End point													
Sentence Structure		<ul style="list-style-type: none"> <li>Punctuation</li> <li>Tense</li> <li>Sentence Types</li> <li>Cohesive Devices</li> </ul>				Children will have the knowledge and skills required to compose sentences which are grammatically accurate, cohesive and punctuated correctly. They will be able to select and move between sentence structures for impact and effect upon the reader.													
Text Structure and Organisation		<ul style="list-style-type: none"> <li>Order and Sequence</li> <li>Conventions</li> <li>Paragraphs</li> </ul>				Children will be able to produce writing which is sequenced and flows. Our children will be able to select and use genre specific conventions within their writing.													
Composition and Effect		<ul style="list-style-type: none"> <li>Audience</li> <li>Purpose</li> <li>Language and vocabulary</li> <li>Evaluation</li> </ul>				Children will be able to write confidently and consistently for a variety of purposes. They will be able to select language for effect and consider the impact upon the reader.													
Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2											
Genre	Retelling traditional tales and fairy tales	Instructions		Retelling		Non-Chronological report	Recount	Persuasion	Narrative		Non-Chronological report	Instructions	Poetry						
				Alternative traditional tales and fairy tales Christmas themed text															
Stimulus	Hansel and Gretel Beauty and the Beast	DT link – Remembrance Poppy		The True Story of the Three Little Pigs (Wolf's Perspective) Alternative Little Red Riding Hood	The Polar Express The Lighthouse Keeper's Christmas	Link to 'The World' topic	Winnie the Witch Experiences/trip opportunities	#Goldilocks Burglar Bill	The Journey Story Map Book		Link to 'Australasia' topic	Burglar Bill (how to be a good burglar) Winnie the Witch (potions) From planned experiences	The Lion and Albert						
-Construction of clauses grammatically accurate. -Secure use of simple sentences. -Compound sentences joined by conjunctions to show co-ordination (using or, and, but) -Expanded noun phrases for description and specification -Full stops, capital letters correct on most (90%) occasions. -Past and present tense mostly (90%) consistent		-Correctly formed imperatives placed at the beginning of sentences to form a series of commands or timeless present tense statements using you or we -Nouns modified by simple adjectives -Correct use of present tense -Where appropriate capital letters used for names		-Compound sentences joined by conjunctions to show subordination (when, if, that, because) -Where appropriate, apostrophes mark contraction 50% accurately -Apostrophe used for the possessive (singular) -Sentences with different forms: statement, question, exclamation, command mostly (90%) accurate.		-Uses causal connectives -Some attempt to write in the third person		-Subjects and verbs often simple and repeated -Where appropriate, exclamation marks and question marks mostly (90%) accurate. -Some variation in sentence openings -Adverbs, simple in vocabulary and structure used to clarify time, place or manner		-Uses simple present tense and / or future tense where appropriate -Exclamation marks and question marks mostly (90%) accurate.		-Use of the progressive form of verbs in the present and past tense to mark actions in progress -Where appropriate, commas are used in lists		-Adverbs or adverbial clauses simple in vocabulary and structure used to clarify time, place or manner		-Correctly formed imperatives placed at the beginning of sentences to form a series of commands -Correct use of present tense		-Compound sentences joined by conjunctions to show subordination or co-ordination -Some variation in sentence openings -Adverbs, simple in vocabulary, used to clarify time, place or manner -Past and present tense mostly consistent.	

<ul style="list-style-type: none"> <li>-Sequence indicated by time-related words. To show logical sequence of events</li> <li>-Openings and closings signaled</li> </ul>	<ul style="list-style-type: none"> <li>-A statement of the intended outcome.</li> <li>-The materials needed to achieve it</li> <li>A series of instructions or generalised expectations for the chosen procedure in chronological or other appropriate order.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses the structure: opening, something happens, events to sort it out, ending</li> </ul>	<ul style="list-style-type: none"> <li>-Report includes a title indicating what is being written about</li> <li>-A general statement to introduce the topic</li> <li>-Information is organised under headings</li> <li>-Final statement to conclude</li> </ul>	<ul style="list-style-type: none"> <li>-Sequence indicated by time-related words to show logical sequence of events</li> <li>-Division in recount shows some evidence of paragraphs / sections</li> <li>-In paragraphs / sections connections between sentences built up by references to people in the recount</li> </ul>	<ul style="list-style-type: none"> <li>-Persuasion includes a title indicating what is being written about</li> <li>-An opening statement to introduce the reader to the topic</li> <li>-Writing includes points with some elaboration</li> <li>-Division in persuasion shows some evidence of paragraphs / sections</li> <li>-In paragraphs / sections connections between sentences using simple nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Division in narrative may be marked by paragraphs / sections</li> <li>-In paragraphs connections between sentences built up by references to characters in the story</li> </ul>	<ul style="list-style-type: none"> <li>-Information is organised in categories</li> <li>-Division in report shows some evidence of paragraphs / sections</li> <li>-In paragraphs / sections connections between sentences using simple nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Instructions constructed &amp; organized logically (some evidence of title, materials/equipment, logical steps).</li> <li>-Division in instructions shows some evidence of paragraphs / sections</li> </ul>	<ul style="list-style-type: none"> <li>-Sequence indicated by time related words to show a logical sequence of events</li> <li>-Division in narrative may be marked by paragraphs/sections</li> <li>-In paragraphs connections between sentences built up by references to characters in the story.</li> </ul>
<ul style="list-style-type: none"> <li>-Uses simple noun phrases</li> <li>-Story form maintained – and could focus on personal experiences and those of others (real &amp; fiction)</li> <li>-Planning or saying out loud what they are going to write about</li> <li>-Evaluating their writing with the teacher and other pupils</li> <li>-Re-reading to check that their writing makes sense</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure generally clear to the reader and vocabulary choices identify its main aspects</li> <li>-Uses specific vocabulary to explain or describe.</li> </ul>	<ul style="list-style-type: none"> <li>-Some development of events involving the situation.</li> <li>-Writing down ideas and/or key words, including new vocabulary</li> <li>-Proof-reading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>-The report uses vocabulary specific to the topic</li> <li>-Writing shows awareness of audience, someone who wants to know about a particular topic</li> </ul>	<ul style="list-style-type: none"> <li>-Uses simple noun phrases</li> <li>-The writer's enthusiasm and involvement is suggested in some evaluative</li> <li>-Features of recount includes a simple orientation (scene setting opening) with some reference to when, where, who what.</li> <li>-Shows a clear recount of events as they occurred mainly in chronological order</li> <li>-Simple ending statement or reorientation – a closing statement showing what happened in the end</li> </ul>	<ul style="list-style-type: none"> <li>-The persuasive writing includes a number of points with some evidence</li> <li>-The persuasion uses vocabulary specific to the topic</li> <li>-Writing shows s awareness of audience, someone who may not know much about the subject</li> <li>-Uses specific facts and persuasive comments</li> <li>-Writing shows some awareness of purpose, to persuade them to a particular point of view</li> <li>-Individual points give additional detail to engage the reader's interest</li> </ul>	<ul style="list-style-type: none"> <li>-Attempt to interest reader through creating characters, e.g. shows understanding that we know what characters are like from what they do or say as well as their appearance</li> <li>-Attempt to interest reader by showing the way that characters speak reflects their personality;</li> <li>-Settings are created using descriptive words and phrases; particular types of story can have typical settings.</li> </ul>	<ul style="list-style-type: none"> <li>-The report uses facts from a range of sources to interest the reader</li> <li>-Writing shows some awareness of purpose, to help the reader discover facts about a topic</li> <li>-Uses specific vocabulary to explain or describe.</li> <li>-Individual points give additional detail to engage the reader's interest</li> </ul>	<ul style="list-style-type: none"> <li>-Individual points give additional detail to engage the reader's interest</li> </ul>	<ul style="list-style-type: none"> <li>-Story form maintained</li> <li>-Attempt to interest the reader by showing the way that characters speak reflects their personality.</li> </ul>
Ongoing		Construction of clauses grammatically accurate.							

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