



# English Long Term Plan

## QUEENSMEAD PRIMARY ACADEMY

Year group: 2	Class: JD	Term: Autumn 2025 – Knowing Me, Knowing You, Black History Material World		Number of Weeks: 16
Date	Spelling Focus	Text Type	Purpose	Text
25 <sup>th</sup> Aug 4 days	Baseline- placement assessments Fluency Check assessments	Narrative – retell	<ul style="list-style-type: none"> <li>To retell events in order.</li> <li>To use time conjunctions.</li> </ul>	The Pirate Cruncher by Jonny Duddle
1 <sup>st</sup> Sept	<b>Little Wandle Phase 5 review</b> /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	Instructions e.g. pirate grog	<ul style="list-style-type: none"> <li>To ensure something is done correctly.</li> <li>To use time conjunctions.</li> </ul>	The Pirate Cruncher by Jonny Duddle
8 <sup>th</sup> Sept	<b>Little Wandle Phase 5 review</b> /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	Information Text - Pirates	<ul style="list-style-type: none"> <li>To provide detailed information on a person.</li> <li>To extend sentences using conjunctions.</li> </ul>	The life of Blackbeard
15 <sup>th</sup> Sept	<b>Little Wandle Phase 5 review</b> /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	Information Text - Pirates	<ul style="list-style-type: none"> <li>To provide detailed information on a person.</li> <li>To extend sentences using conjunctions.</li> </ul>	The life of Blackbeard
22 <sup>nd</sup> Sept	<b>Little Wandle Phase 5 review</b> /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a	Fantasy – retell/description	<ul style="list-style-type: none"> <li>To describe a character.</li> <li>To use adjectives.</li> </ul>	The Night Pirates by Peter Harris



# English Long Term Plan

## QUEENSMEAD PRIMARY ACADEMY

	u/ o o-e /oo/ u oul schwa: er a or ar our re			
29 <sup>th</sup> Sept	<b>Little Wandle</b> <b>Phase 5 review</b> ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	Fantasy – Description – innovate (invent and describe a new pirate for the story)	<ul style="list-style-type: none"> <li>To help me imagine</li> <li>To write sentences using adjectives and conjunctions</li> </ul>	The Night Pirates by Peter Harris
6 <sup>th</sup> Oct	Review of Aut 1	Description	<ul style="list-style-type: none"> <li>To give a detailed account of someone</li> <li>To use headings and subheadings</li> </ul>	Mary Seacole – fact file
13 <sup>th</sup> Oct	Assessments	Description	<ul style="list-style-type: none"> <li>To give a detailed account of someone</li> <li>To use headings and subheadings</li> </ul>	Mary Seacole – fact file
<b>HALF TERM</b>				
27 <sup>th</sup> Oct	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Letter - apology	<ul style="list-style-type: none"> <li>To say sorry.</li> <li>To use question marks and exclamation marks correctly when required.</li> </ul>	Jack and the Beanstalk by Carol Ottolenghi
3 <sup>rd</sup> Nov	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Letter - invitation	<ul style="list-style-type: none"> <li>To invite someone to do something.</li> <li>To use question marks and exclamation marks correctly when required.</li> </ul>	Jack and the Beanstalk by Carol Ottolenghi
10 <sup>th</sup> Nov	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	Traditional tale - retell	<ul style="list-style-type: none"> <li>To sequence and retell a traditional tale.</li> <li>To extend sentences using conjunctions.</li> </ul>	Elves and the Shoemaker by Jim LaMarche
17 <sup>th</sup> Nov	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Traditional tale - character and setting description	<ul style="list-style-type: none"> <li>To describe characters and settings</li> <li>To use adjectives</li> </ul>	Elves and the Shoemaker by Jim LaMarche



# English Long Term Plan

## QUEENSMEAD PRIMARY ACADEMY

24 <sup>th</sup> Nov	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Traditional tale - innovation	<ul style="list-style-type: none"> <li>To help me imagine</li> <li>To write sentences using adjectives and conjunctions.</li> </ul>	Elves and the Shoemaker by Jim LaMarche
1 <sup>st</sup> Dec 4 days	SPR 1 Unit 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Traditional tale - retell	<ul style="list-style-type: none"> <li>To sequence and retell a traditional tale.</li> <li>To extend sentences using conjunctions.</li> </ul>	The Gigantic Turnip by Alecsei Tolstoy
8 <sup>th</sup> Dec	SPR 1 Unit 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Traditional tale - innovation	<ul style="list-style-type: none"> <li>To help me imagine</li> <li>To write sentences using adjectives and conjunctions.</li> </ul>	The Gigantic Turnip by Alecsei Tolstoy
15 <sup>th</sup> Dec	Assessment	Traditional tale - innovation	<ul style="list-style-type: none"> <li>To help me imagine</li> <li>To write sentences using adjectives and conjunctions.</li> </ul>	The Gigantic Turnip by Alecsei Tolstoy
<b>Year group: 2</b>	<b>Class: JD</b>	<b>Term: Spring 2026 – Fire! Fire!</b> <b>How does your garden grow?</b>		<b>Number of Weeks: 11</b>
Date	Spelling focus	Genre/Text Type	Purpose	Text
5 <sup>th</sup> Jan 4 days	SPR 1 Unit 2 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Information Text	<ul style="list-style-type: none"> <li>To provide detailed information on the way things were.</li> <li>To use new and historic vocabulary.</li> </ul>	The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson
12 <sup>th</sup> Jan	SPR 1 Unit 2 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Information Text	<ul style="list-style-type: none"> <li>To provide detailed information on the way things were.</li> <li>To use new and historic vocabulary.</li> </ul>	The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson
19 <sup>th</sup> Jan	SPR 1 Unit 3 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Recount (diary)	<ul style="list-style-type: none"> <li>To retell events in order using 1<sup>st</sup> person.</li> <li>To describe thoughts and feelings.</li> </ul>	Toby and The Great Fire of London by Margaret Nash
26 <sup>th</sup> Jan	SPR 2 Unit 4 The 'W special' How do 'w' and 'qu' change the sounds	Recount (diary)	<ul style="list-style-type: none"> <li>To retell events in order using 1<sup>st</sup> person.</li> </ul>	Toby and The Great Fire of London by Margaret Nash



# English Long Term Plan

## QUEENSMEAD PRIMARY ACADEMY

	that 'a', 'ar' and 'or' make in some words?		<ul style="list-style-type: none"> <li>To describe thoughts and feelings.</li> </ul>	
2 <sup>nd</sup> Feb	SPR 2 Unit 4 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Historical fiction – vocab, grammar, setting description, character description.	<ul style="list-style-type: none"> <li>To describe characters and settings.</li> <li>To use interesting sentence openers.</li> </ul>	Vlad and the Great Fire of London by Kate Cunningham
9 <sup>th</sup> Feb	SPR 2 Unit 5 Why do I swap the 'y' for an 'i' when I add the suffix -es?	Historical fiction - innovate (writing own ending – from a different viewpoint)	<ul style="list-style-type: none"> <li>To write an alternative ending in 3<sup>rd</sup> person.</li> <li>To write sentences using interesting sentence openers, adjectives and conjunctions.</li> </ul>	Vlad and the Great Fire of London by Kate Cunningham
HALF TERM				
23 <sup>rd</sup> Feb	SPR 2 Unit 6 Why do some words have the spelling 'ey' for the sound /ee/?	Pixl Assessment Week		
2 <sup>nd</sup> Mar	<b>SPR 2 Unit 7</b>  Why do some words end -le, -al, -il or -el?	Traditional tales with a twist – innovation	<ul style="list-style-type: none"> <li>To change events in a story</li> <li>To write descriptive sentences</li> </ul>	Goldilocks and Just the One Bear by Leigh Hodgkinson
9 <sup>th</sup> Mar	SUM 1 Unit 8  Why does 'c' make the sound /s/ in some words?	Traditional tales with a twist – innovation	<ul style="list-style-type: none"> <li>To change events in a story</li> <li>To write descriptive sentences</li> </ul>	Goldilocks and Just the One Bear by Leigh Hodgkinson
16 <sup>th</sup> Mar	SUM 1 Unit 9  How can I spell the sound /zh/?	Explanation text – How does a plant grow	<ul style="list-style-type: none"> <li>To explain how something happens</li> <li>To use technical vocabulary</li> </ul>	In the Garden by Emma Giuliani



# English Long Term Plan

## QUEENSMEAD PRIMARY ACADEMY

23 <sup>rd</sup> Mar	SUM 1 Unit 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Explanation text – How does a plant grow	<ul style="list-style-type: none"> <li>To explain how something happens</li> <li>To use technical vocabulary</li> </ul>	In the Garden by Emma Giuliani
<b>Year group: 2</b>	<b>Class: JD</b>	<b>Term: Summer 2026 - Colourful Cultures – Eastern Europe Exploring Near and Far</b>		<b>Number of Weeks: 12</b>
Date	Spelling Focus	Genre/Text Type	Purpose	Text
13 <sup>th</sup> Apr	SUM 1 Unit 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Instructions	<ul style="list-style-type: none"> <li>To ensure something is done correctly</li> <li>To sequence sentences using time conjunctions</li> <li></li> </ul>	Linked to Theme work on Poland – start with basic tasks such as teeth brushing then how to make traditional Polish folk art Wycinanki
20 <sup>th</sup> Apr	SUM 1 Unit 11 How can I show missing letters in a word?	Instructions	<ul style="list-style-type: none"> <li>To sequence sentences using time conjunctions</li> <li>To start and end my writing interesting ways</li> </ul>	Linked to school life/directional language (How to find the school playground/How to find the school pond)
27 <sup>th</sup> Apr	SUM 2 Unit 12 Why do some longer words have the spelling 'ti' for /sh/?	Persuasion – letter	<ul style="list-style-type: none"> <li>To learn persuasive vocabulary</li> <li>To use exclamation sentences and questions</li> </ul>	The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers (Week 1 – story/grammar focus)
4 <sup>th</sup> May 4 days	SUM 2 Unit 12 Why do some longer words have the spelling 'ti' for /sh/?	Persuasion – letter	<ul style="list-style-type: none"> <li>To extend sentences using different conjunctions</li> <li>To use exclamation sentences and questions</li> </ul>	The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers
11 <sup>th</sup> May	SUM 2 Unit 13 How do I use the possessive apostrophe (singular possession)?	Persuasion – letter	<ul style="list-style-type: none"> <li>To extend sentences using different conjunctions</li> <li>To use exclamation sentences and questions</li> </ul>	The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers
18 <sup>th</sup> May	SUM 2 Unit 13 How do I use the possessive apostrophe (singular possession)?	Performance Poetry	<ul style="list-style-type: none"> <li>To tell a story</li> <li>To use volume, pace and actions</li> </ul>	All About Fairytales by Ignacy Krasicki Performance poetry link --> <a href="https://culture.pl/en/article/discovering-the-hidden-brilliance-of-polands-poetry-for-children">https://culture.pl/en/article/discovering-the-hidden-brilliance-of-polands-poetry-for-children</a> Alternate with The Bears are going out

# English Long Term Plan



## QUEENSMEAD PRIMARY ACADEMY

				<a href="#">Jadą jadą misie - Polish Children's Songs - Poland - Mama Lisa's World: Children's Songs and Rhymes from Around the World</a>
HALF TERM				
1 <sup>st</sup> Jun	KS1 SATS			
8 <sup>th</sup> Jun	SUM 2 Unit 14 When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Retell/Description – character description	<ul style="list-style-type: none"> <li>To describe characters and settings.</li> <li>To write descriptive sentences about key events.</li> </ul>	The Enormous Crocodile by Roald Dahl
15 <sup>th</sup> Jun	SUM 2 Unit 14 When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Adventure stories – innovate (Change the way he tricks)	<ul style="list-style-type: none"> <li>To introduce a problem (new trick)</li> <li>To use interesting sentence openers.</li> </ul>	The Enormous Crocodile by Roald Dahl
22 <sup>nd</sup> Jun	Review prickly spellings Once,two,any, many, whole, hole, people friend, move, improve, beautiful.	Elephants Non-Chronological report	<ul style="list-style-type: none"> <li>To provide detailed information on an animal.</li> <li>To use technical vocabulary.</li> </ul>	Elephants by Steve Bloom Elephants by Laura Marsh
29 <sup>th</sup> Jun	Review prickly spellings busy because eye shoe thought through, pretty, laugh.	Elephants Non-Chronological report	<ul style="list-style-type: none"> <li>To provide detailed information on an animal.</li> <li>To write information under headings and subheadings.</li> </ul>	Elephants by Steve Bloom Elephants by Laura Marsh
6 <sup>th</sup> Jul 4 days	Assessment	Elephants Non-Chronological report	<ul style="list-style-type: none"> <li>To provide detailed information on an animal.</li> <li>To write information under headings and subheadings.</li> </ul>	Elephants by Steve Bloom Elephants by Laura Marsh