

Year 2 English Poetry Long Term Plan

	<u>Autumn 2</u>						
Poetry Unit/ Poetry features and skills	<p><u>Nonsense poem:</u> <u>The Owl and the Pussycat by Edward Lear</u></p> <ul style="list-style-type: none"> • Experiment with words e.g. alliteration, humour • Use adventurous word choices of nouns, adjectives and verbs to describe observations • Use structured language patterns, including simple repeating phrases 						
Unit Outcome	<p>Outcome: Poetry -</p> <p>Writing outcome: To write the first 2 verses of a new poem based on The Owl and the Pussycat</p> <p>Greater depth writing outcome: To write additional verses of a new poem based on The Owl and the Pussycat</p>						
Spoken Language	<ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives • Speak audibly and fluently • Use spoken language: speculating, hypothesising, imagining and exploring ideas 						
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart • Participate in discussion about books, poems and other work • Check that the text makes sense 						
Writing objectives covered within the unit	<ul style="list-style-type: none"> • Write poetry • Read aloud with intonation • Write down ideas, key words, new vocabulary 						
Vocabulary	<p>Vocabulary to explore within this unit:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">NC Common Exception Words – Year 2</th> <th colspan="2" style="text-align: center;">Vocabulary Development</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">beautiful sea (homophones)</td> <td style="text-align: center;">pea-green plenty elegant fowl charmingly tarried</td> <td style="text-align: center;">shilling quince runcible (nonsense word) land bong-tree</td> </tr> </tbody> </table>	NC Common Exception Words – Year 2	Vocabulary Development		beautiful sea (homophones)	pea-green plenty elegant fowl charmingly tarried	shilling quince runcible (nonsense word) land bong-tree
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	Spring 2				
Poetry Unit/ Poetry features and skills	<p>List poem: <u>Night Sounds by Berlie Doherty</u></p> <ul style="list-style-type: none"> • Use adventurous word choices of nouns, adjectives and verbs to describe observations • Use structured language patterns, including simple repeating phrases <p>Additional poem:</p> <p>Questions at Night by Louis Untermeyer (also from <i>I am the Seed that Grew the Tree</i>)</p>				
Unit Outcome	<p>Outcome: Poetry – Senses poem</p> <p>Writing outcome: To write a Night Sounds poem of their own based on Berlie Doherty's version</p> <p>Greater depth writing outcome: To write an extended Night Sounds poem including questions and answers using their own repetitive phrases</p>				
Spoken Language	<ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Ask relevant questions • Articulate and justify answers • Speak audibly and fluently 				
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart • Participate in discussion about books, poems and other works • Answer and ask questions • Explain and discuss understanding of books, poems and other material 				
Writing objectives covered within the unit	<ul style="list-style-type: none"> • Write poetry • Plan or say aloud what is going to be written about • Read aloud with intonation • Write down ideas, key words, new vocabulary 				
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	Summer 2				
Poetry Unit	<p><u>Fox by Kathy Henderson</u></p> <ul style="list-style-type: none"> • Use adventurous word choices of nouns, adjectives and verbs to describe observations • Experiment with words e.g. <i>alliteration, humour</i> <p><u>Additional texts from the same anthology:</u></p> <p><i>Badgers</i> by Richard Edwards</p> <p><i>Midnight Visitors</i> by Irene Rawsley</p>				
Unit Outcome	<p>Outcome: Poetry – Descriptive poem</p> <p>Writing outcome: Write a descriptive wildlife poem.</p> <p>Greater depth writing outcome: Research own animal to write a descriptive wildlife poem with an environmental message.</p>				
Spoken Language	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations • Build vocabulary • Gain, maintain and monitor the interest of listener(s) • Speak audibly and fluently 				
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently • Discuss and clarify the meaning of words • Explain and discuss understanding of books, poems and other material 				
Writing objectives covered within the unit	<ul style="list-style-type: none"> • Write poetry • Plan or say aloud what is going to be written about • Read aloud with intonation • Write down ideas, key words, new vocabulary • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils 				
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