

Year 2 English Poetry Long Term Plan

	<u>Autumn 2</u>																									
Poetry Unit/ Poetry features and skills	<u>Nonsense poem:</u> <u>The Owl and the Pussycat by Edward Lear</u> ● 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	<u>Writing outcome:</u> To write the first two verses of a new poem based on The Owl and the Pussycat <u>Greater depth writing outcome:</u> To write additional verses of a new poem based on the Owl and the Pussycat																									
Spoken Language	● 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	● 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	● Write poetry ● Read aloud with intonation ● Write down ideas, key words, new vocabulary																									
Vocabulary	<table><tr><th colspan="2">NC Common Exception Words - Year 2</th><th colspan="2">Vocabulary Development</th></tr><tr><td>beautiful</td><td>sea (homophones)</td><td>pea green</td><td>plenty</td><td>elegant</td><td>fowl</td></tr><tr><td></td><td></td><td>charmingly</td><td>tarried</td><td>shilling</td><td>bong-tree</td></tr><tr><td></td><td></td><td>land</td><td>runcible (nonsense word)</td><td></td><td></td></tr></table>				NC Common Exception Words - Year 2		Vocabulary Development		beautiful	sea (homophones)	pea green	plenty	elegant	fowl			charmingly	tarried	shilling	bong-tree			land	runcible (nonsense word)		
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	Spring 2																						
Poetry Unit/ Poetry features and skills	<u>Senses poem</u> <u>Night Sounds by Berlie Doherty</u> • Use adventurous word choices of nouns, adjectives and verbs to describe observations • Use structured language patterns, including simple repeating phrases <i>Additional poem:</i> <i>Questions at Night</i> by Louis Untermeyer (also from <i>I am the Seed that Grew the Tree</i>)																						
Unit Outcome	<u>Writing outcome:</u> To write a Night Sound poem of their own based on Berli Doherty's version <u>Greater depth writing outcome:</u> To write an extended Night Sounds poem including questions and answers using their own repetitive phrases																						
Spoken Language	• Listen and respond • Build vocabulary • Ask relevant questions • Articulate and justify answers • Speak audibly and fluently																						
Reading objectives covered within the unit	• 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	• Write poetry • Plan or say aloud what is going to be written about • Read aloud with intonation • Write down ideas, key words, new vocabulary																						
Vocabulary	<table><tr><th colspan="3">NC Common Exception Words - Year 2</th><th colspan="2">Vocabulary Development</th></tr><tr><td>would</td><td>should</td><td>could</td><td>except</td><td>breathing</td><td>pasture</td><td>fire fly</td></tr><tr><td></td><td></td><td></td><td>new laid</td><td>hungrily</td><td></td><td></td></tr></table>				NC Common Exception Words - Year 2			Vocabulary Development		would	should	could	except	breathing	pasture	fire fly				new laid	hungrily		
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	Summer 2																		
Poetry Unit	<u>Descriptive poem</u> <u>Fox by Kathy Henderson</u> • Use adventurous word choices of nouns, adjectives and verbs to describe observations • Experiment with words e.g. <i>alliteration, humour</i> <u>Additional texts from the same anthology:</u> <i>Badgers</i> by Richard Edwards <i>Midnight Visitors</i> by Irene Rawsley																		
Unit Outcome	<u>Writing outcome:</u> Write a descriptive wildlife poem <u>Greater depth writing outcome:</u> Research own animal to write a descriptive wildlife poem with an environmental message																		
Spoken Language	• 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	• 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	• 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																		
Vocabulary	<table><tr><th>NC Common Exception Words - Year 2</th><th colspan="4">Vocabulary Development</th></tr><tr><td>wild</td><td>loping</td><td>trails</td><td>pickings</td><td>alleys</td></tr><tr><td></td><td>moonshiny</td><td>scuffing</td><td></td><td></td></tr></table>				NC Common Exception Words - Year 2	Vocabulary Development				wild	loping	trails	pickings	alleys		moonshiny	scuffing		
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