

ENGLISH MEDIUM TERM PLAN	YEAR 2	Autumn YEAR 2018 2019	
<p>Writing: Handwriting</p> <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another <input type="checkbox"/> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined <input type="checkbox"/> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters <input type="checkbox"/> use spacing between words that reflects the size of the letters. 	<p>CREATIVE APPROACHES</p> <p>Story narrative writing – Traditional tales Into the Forest Character descriptions Invitations to Assembly Drama/Freeze framing Story mapping Hot seating Word processing Science report – crisp investigation</p>	<p>TEXTS: Traditional tales and stories with a familiar setting</p> <p>Oral story – Little Red Riding hood</p>	<p>READ ALOUD TEXTS</p>
		<p>Focus Author – Anthony Browne Into the forest</p> <p>Foggy Foggy forest https://www.youtube.com/watch?v=5Yu2WiqogW4# Into the forest https://www.youtube.com/watch?v=-RFQjrXquLQ</p>	<p>Little Red riding hood Alternative fairytale – The Wolf’s story – Toby Forward Forward Into the Forest – Power of reading text. Fizzling good yarn Little Red The sweetest song Wolfish stew</p>
Objectives		Titles	
<p>Reading Comprehension</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • recognising simple recurring literary language in stories • discussing their favourite words and phrases • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far <p>Reading Word Reading (<i>phonics plan heading – medium and weekly</i>)</p> <ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>Spoken Language</p> <p>Writing Transcription (<i>spelling and handwriting</i>)</p> <p>Writing Composition (<i>articulating ideas and structuring them in speech and writing</i>).</p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary <p>Writing Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> 		<p>Week 1: Little Red Riding Hood</p> <p>Sequencing Kingfishers: Alternative fairytale – The Wolf’s story Toby Forward Story Maps Wolfish stew Foggy Foggy forest</p> <p>Assembly: Robins – gingerbreadman instructions Finches – Gingerbread man alternative Gingerbread man song Starlings –Gingerbread man Sparrows – Goldilocks Rocks Kingfishers – Wolf Story Or alternative endings – Gingerbreadman Foggy Frest and Gingerbread man songs</p>	

<p>Reading Comprehension</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of traditional tales • recognising simple recurring literary language in stories • discussing their favourite words and phrases • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far <p>Reading Word Reading (<i>phonics plan heading – medium and weekly</i>)</p> <ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>Spoken Language</p> <p>Writing Transcription (<i>spelling and handwriting</i>)</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. <p>Writing Composition (<i>articulating ideas and structuring them in speech and writing</i>).</p> <ul style="list-style-type: none"> • writing for different purposes / Audience (LRRH) • writing down ideas and/or key words, including new vocabulary • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>Writing Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters (!) • expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> 	<p>Week 2: Little Red Riding Hood Backdrops - puppets Story Maps The Wolf's story Toby Forward Story Maps Gingerbread man book for assembly – Starlings backdrops Goldilocks Believe me Goldilocks Rocks</p>
<p>Reading Comprehension</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of traditional tales 	<p>Week 3: Little Red Riding Hood Backdrops, Puppet Pals Goldilocks character description Goldilocks Rocks – Sparrows The Gingerbreadman - Starlings</p>

- recognising simple recurring literary language in stories
- discussing their favourite words and phrases
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Reading Word Reading (*phonics plan heading – medium and weekly*)

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Spoken Language

Writing Transcription (*spelling and handwriting*)

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Writing Composition (*articulating ideas and structuring them in speech and writing*).

- writing for different purposes / Audience (LRRH)
- writing down ideas and/or key words, including new vocabulary
- proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)

Writing Vocabulary, Grammar and Punctuation

- learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters (!)
- expanded noun phrases to describe and specify, e.g. *the blue butterfly*

Kingfishers: Alternative fairytale – The Wolf’s story Toby Forward – draft

Story Maps

Reading Comprehension

- listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently
- becoming increasingly familiar with and retelling a wider range of traditional tales
- recognising simple recurring literary language in stories
- discussing their favourite words and phrases
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Reading Word Reading (*phonics plan heading – medium and weekly*)

Week 4: **Little red riding hood**

**Backdrops, Puppet Pals
Gingerbreadman – change of story characters for assembly - Finches**

Sentence Level

Kingfishers: Alternative fairytale – The Wolf’s story Toby Forward – Typing

Story Maps

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Spoken Language

Writing Transcription (*spelling and handwriting*)

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Writing Composition (*articulating ideas and structuring them in speech and writing*).

- writing for different purposes / Audience (LRRH)
- writing down ideas and/or key words, including new vocabulary
- proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)

Writing Vocabulary, Grammar and Punctuation

- learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters (!)
- expanded noun phrases to describe and specify, e.g. *the blue butterfly*

Reading Comprehension

- listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related (Florence Nightingale)
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Reading Word Reading (*phonics plan heading – medium and weekly*)

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Spoken Language

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates

Week 5: **Gingerbread Man**

Character Description
Sentence level

Florence Nightingale
Invitations to parents for assembly

Writing Transcription (*spelling and handwriting*)

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Writing Composition (*articulating ideas and structuring them in speech and writing*).

- writing down ideas and/or key words, including new vocabulary
- proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)

Writing Vocabulary, Grammar and Punctuation

- learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters (!)

Reading Comprehension

- listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related (Florence Nightingale & Into the Forest)
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Reading Word Reading (*phonics plan heading – medium and weekly*)

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

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- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates

Writing Transcription (*spelling and handwriting*)

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Writing Composition (*articulating ideas and structuring them in speech and writing*).

- read aloud what they have written with appropriate intonation to make the meaning clear

Week 6 : **Into the forest story mapping**
Florence Nightingale

<p>(Assembly).</p> <p>Writing Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters (!) 	
<p>Reading Comprehension</p> <p>listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related (Florence Nightingale & Into the Forest) becoming increasingly familiar with and retelling a wider range of traditional tales recognising simple recurring literary language in stories discussing their favourite words and phrases making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far <p>Reading Word Reading (<i>phonics plan heading – medium and weekly</i>)</p> <ul style="list-style-type: none"> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>Spoken Language</p> <p>Writing Transcription (<i>spelling and handwriting</i>)</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. <p>Writing Composition (<i>articulating ideas and structuring them in speech and writing</i>).</p> <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>Writing Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters (!) 	<p>Week 7: Assessment writing</p> <p>Into the Forest Story</p> <p>Settings</p> <p>Florence Nightingale</p> <p>Drama</p> <p>Hand Washing investigation – science</p> <p>Crisp investigation - science</p>

Reading Comprehension

listening to, discussing and expressing views about a wide range of at a level beyond that at which they can read independently

- discussing the sequence of events in books and how items of information are related (Lost Happy Endings)
- becoming increasingly familiar with and retelling a wider range of traditional tales
- recognising simple recurring literary language in stories
- discussing their favourite words and phrases
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

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- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
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Spoken Language**Writing Transcription** (*spelling and handwriting*)

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Writing Composition (*articulating ideas and structuring them in speech and writing*).**Writing Vocabulary, Grammar and Punctuation**

- learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters (!)

Week 8: no week 8 17 18

The Lost Happy Endings' by Carol Ann Duffy
(PDF/Teaching Resource saved in LB Drop Box)

-Scavenger Hunt

-Comic Strip

-Witches Recipe

-Problem Solving

-Sound Scape