

English Medium Term Plan Year 2

| Autumn 1 N-F Recount & Instructions | Learning Intentions |
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| <p>Dogger (2 weeks) T4W</p> <ul style="list-style-type: none">• Retelling• Character description• Story setting• Storyboard• Role-Play <p>Where's My Teddy? (2 weeks) T4W</p> <ul style="list-style-type: none">• Retelling• Talk for Writing• Missing person poster• Plan and write a story with familiar setting (school)• Book Review/comparison (Dogger) <p>Poetry (1 week)</p> <ul style="list-style-type: none">• Listen and respond to a range of poems.• Animal Poems• Poetry recital• Poetry performance/dance• Rhyme/alliteration <p>Peace At Last (2 weeks) T4W</p> <ul style="list-style-type: none">• Retelling• Storyboard• Instructions (How to get a good night's sleep) <p>N-F Link Queen Elizabeth (CC)</p> <ul style="list-style-type: none">• Labels and captions• Writing facts | <p><i>I can imitate, innovate and invent a known story.</i></p> <p><i>I can plan and write a story with a familiar setting.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can write a set of instructions, including adverbs.</i></p> <p><i>I can write a recount of a process or visit.</i></p> <p><i>I can plan, write and perform a poem.</i></p> <p><i>I can write a character or setting description.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell words containing the Stage 1 sounds and spelling patterns.</i></p> <p><i>I can use letter sounds to sound out and spell words.</i></p> <p><i>I can spell most of the 100 HFWs.</i></p> <p><i>I can add prefix and suffixes, un-, -s, -es, -ing, -ed, -er, -est.</i></p> <p><i>I know that a sentence is a group of words that make sense.</i></p> <p><i>I can join my ideas using 'and'.</i></p> <p><i>I can link my ideas, using connecting words (including time connectives), e.g. 'and', 'then', 'next', after that'.</i></p> <p><i>I am beginning to use different connecting words, e.g. but, so, because, or, if, when.</i></p> <p><i>I can sometimes use full stops and capital letters correctly.</i></p> <p><i>I can use a capital letter for people, place names and pronoun I.</i></p> <p><i>I am beginning to use ? and !.</i></p> <p><i>I can use a range of interesting vocabulary.</i></p> <p><i>I can write stories and information.</i></p> <p><i>I can sequence sentences to write short stories.</i></p> <p><i>I can read my writing to check it makes sense.</i></p> <p><i>I can talk about what I have written.</i></p> |

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| <ul style="list-style-type: none"> • Write a description • Writing a letter to the Queen • Write instructions for making a crown | <p><i>I can write most of my letters correctly.</i></p> <p><i>I can write upper and lower case letters.</i></p> <p><i>I will not use capital letters in words.</i></p> |
| <h2>Autumn 2 N-F Explanation (Life Cycle)</h2> | <h2>Learning Intentions</h2> |
| <p>Rapunzel (3 weeks) T4W</p> <ul style="list-style-type: none"> • Character & Setting Description • Comparing book (Brothers Grimm)/Film versions (Tangled) • Hot seating • Planning and writing alternative opening to the tale. • Group Role-Play (acting out the opening) • Freeze-Frame and thought tracking • Character's feelings Conscience Alley <p>Traditional Tales (Little Red Riding Hood) (2 weeks)</p> <ul style="list-style-type: none"> • Retelling • Story sequencing- Talk for Writing • Character and Setting description • Planning and writing an alternative ending • (including one other Traditional Tale character) <p>The Jolly Postman/Jolly Christmas Postman (2 weeks)</p> <ul style="list-style-type: none"> • Retelling of Traditional Tales • Making posters/leaflets (persuasive writing) • Postcards • Birthday cards/Rhymes • Writing letters • Writing directions <p>NF Link Guy Fawkes (Curriculum)</p> <ul style="list-style-type: none"> • Create a WANTED Poster • Write a news report | <p><i>I can plan, imitate, innovate and invent a known story.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can plan and write an explanation text or life-cycle, including headings.</i></p> <p><i>I can write a letter.</i></p> <p><i>I can write a recount of a process.</i></p> <p><i>I can use describing words in my writing to add detail and effect.</i></p> <p><i>I can write a character or setting description.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I am beginning to spell words containing the Stage 2 sounds and spelling patterns.</i></p> <p><i>I can use letter sounds to have a go at spelling new words.</i></p> <p><i>I can spell all of the 100 HFWs.</i></p> <p><i>I am beginning to spell the Stage 2 HFWs.</i></p> <p><i>I can start my sentences in different ways.</i></p> <p><i>I can link my ideas, using connecting words, e.g. 'but', 'so', 'then', 'because', 'if' and 'when'.</i></p> <p><i>I can write a statement, a question, an exclamation and a command.</i></p> <p><i>I can use a full stop at the end of a sentence, most of the time.</i></p> <p><i>I can usually put a capital letter at the start of a sentence, people and place names and 'I'.</i></p> <p><i>I can use ? and !</i></p> <p><i>I am beginning to use commas in lists.</i></p> <p><i>I am beginning to use apostrophes for omission.</i></p> <p><i>I know that writing can be in past and present tense.</i></p> <p><i>I can plan or say aloud, what I want to write.</i></p> <p><i>I can read my writing to check that it makes sense.</i></p> |

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| <ul style="list-style-type: none"> • Write a simple historical recount <p>Sentence Types:</p> <p>Prepositions</p> <p>Similes</p> <p>Feelings and Dialogue</p> | <p><i>I can write a story with more than one character.</i></p> <p><i>I can include description of characters.</i></p> <p><i>I can write all of my letters correctly.</i></p> <p><i>I can write neatly, so that anyone can read my writing.</i></p> <p><i>I am getting ready to join my writing.</i></p> <p><i>I can use finger spaces that are the right size.</i></p> |
| <p>Spring 1 N-F Letters</p> | <p>Learning Intentions</p> |
| <p>The Gruffalo/ (3 weeks) (including The Gruffalo's Child) T4W</p> <ul style="list-style-type: none"> • Retelling Story map • Setting description • Character description • Hot seating • Letter writing (advice to the Gruffalo). • Planning and writing a story sequel. <p>Non- Fiction Report (2 weeks)</p> <p>Write a non-chronological report about Gruffalo</p> <p>Non- Fiction Letters (1 week)</p> <ul style="list-style-type: none"> • Write a letter to Julia Donaldson / Axel Scheffler <p>Dahl's Revolting Rhymes (1 week)</p> <ul style="list-style-type: none"> • Listen and respond to a range of poems. • Traditional Tale Poems • Poetry recital • Poetry performance • Rhyme & Alliteration • | <p><i>I can plan, imitate, innovate and invent a known story.</i></p> <p><i>I can write about a character's feelings and actions.</i></p> <p><i>I can write a letter or postcard, both informal and formal.</i></p> <p><i>I can plan and write a non-chronological report, with headings.</i></p> <p><i>I can plan and write a non-chronological report with headings, introduction and closing statement.</i></p> <p><i>I can write an explanation.</i></p> <p><i>I can use describing words in my writing to add detail and effect.</i></p> <p><i>I can write a character or setting description.</i></p> <p><i>I can use drama, role-play and ICT to retell a known story.</i></p> <p><i>I can spell some words containing the Stage 2 sounds and spelling patterns.</i></p> <p><i>I can use letter sounds to have a go at spelling new words.</i></p> <p><i>I can spell half of the Stage 2 HFFWs.</i></p> <p><i>I can start my sentences in different ways.</i></p> <p><i>I can link my ideas, using connecting words, e.g. 'but', 'so', 'then', 'because', 'if' and 'when'.</i></p> <p><i>I can write a statement, a question, an exclamation and a command.</i></p> <p><i>I can usually use a full stop at the end of a sentence.</i></p> <p><i>I can usually put a capital letter at the start of a sentence, people and place names and 'I'.</i></p> <p><i>I can use ? and ! I can use commas in lists. I can use apostrophes for omission.</i></p> <p><i>I can maintain past and present tense.</i></p> |

Sentence Types:

2 Adjective (comma)

Adverbs

-ed, sentence openers

Feelings and Dialogue

I can plan or say aloud, what I want to write.

I can read my writing to check that it makes sense.

I can write a story with more than one character.

I can write a story in which more than one thing happens.

I can make my writing exciting.

I can describe people and places to make my writing more interesting.

I can always use some words I have never used before.

I can evaluate my writing with my teacher and friends.

I can write all of my letters correctly.

I am getting ready to join my writing.

Spring 2 N-F Reports

Learning Intentions

Non-Chronological report: (2 weeks) Science Link;

Animals

- *Features of Non-chronological reports*
- *Plan and write a report about an animal*
- *Questioning/research/computing*
- *Sequencing and writing a report.*

Additional writing opportunity (1 week)

- *Simple explanation 'How To Care for Your Pet'*

- ***Owl Babies (2 weeks)***

- *Story retelling/sequencing*
- *Character's feelings/speech bubbles*
- *Write an alternative ending*

Animal Reports All About Owls (1 week)

- *Identifying non-fiction features*
- *Research and note gathering*
- *Planning a report (spidergram)*
- *Writing a report*

Sentence Types:

Revision

Prepositions

Similes

2 Adjective

Adverbs

I can plan, imitate, innovate and invent a known story.

I can write about a character's feelings and actions.

I can plan and write a non-chronological report, with headings.

I can plan and write a non-chronological report with headings, introduction and closing statement.

I can write a simple explanation

I can use describing words in my writing to add detail and effect.

I can include description of characters and setting, for detail and effect.

I can use drama, role-play and ICT to retell a known story.

I can spell a range of words containing the Stage 2 sounds and spelling patterns.

I can use letter sounds to have a go at spelling new words.

I can spell more than half of the Stage 2 HFWs.

I can start my sentences in different ways.

I can link my ideas, using connecting words, e.g. 'but', 'so', 'then', 'because', 'if' and 'when'.

I can write a statement, a question, an exclamation and a command.

I can usually use a full stop at the end of a sentence.

I can usually put a capital letter at the start of a sentence, people and place names and 'I'.

I can use ? and ! I can use commas in lists. I can use apostrophes for omission and possession.

I can maintain past and present tense.

I can plan or say aloud, what I want to write.

I can read my writing to check that it makes sense.

I can write a story with more than one character.

I can write a story in which more than one thing happens.

I can make my writing exciting.

I can describe people and places to make my writing more interesting.

I can always use some words I have never used before.

I can evaluate my writing with my teacher and friends.

I can write all of my letters correctly.

I am getting ready to join my writing.

-ed sentence openers
BOYS

Summer 1 N-F Recount

Learning Intentions

Stick Man (2 weeks) T4W

- Story sequencing/questions
- Diary extracts
- Post cards
- Labelling pictures
- Write a story about what the Stick Family did while Stick man was away

Recount (2 weeks) A Trip To Weston

- Look at features of a recount
- Plan, write and publish a recount of a trip to the sea-side

Victorian Holidays (Non-Fiction) (2 weeks)

- Writing labels and captions
- Similarities and differences in past and present
- Plan and write a report about holidays in the past

I can plan innovate and invent a known story.

I can write about a character's feelings and actions.

I can write a recount of a visit.

I can plan and write a non-chronological report, with headings.

I can plan and write a non-chronological report with headings, introduction and closing statement.

I can use describing words in my writing to add detail and effect.

I can include description of characters and setting, for detail and effect.

I can use drama, role-play and ICT to retell a known story.

I can spell a range of words containing the Stage 2 sounds and spelling patterns.

I can spell more than half of the Stage 2 HFWs.

I can link my ideas, using connecting words, e.g. 'but', 'so', 'then', 'because', 'if' and 'when'.

I can start my sentences in different ways, e.g. use time words, connectives, 'first', 'then', 'next' and 'after'.

I can link my ideas, using connectives, e.g. 'since', 'although', 'also' and 'because'.

I can usually use a full stop at the end of a sentence.

I can usually put a capital letter at the start of a sentence, people and place names and 'I'.

I can use ? and ! I can use commas in lists. I can use apostrophes for omission and possession.

I can maintain past and present tense.

I can plan or say aloud, what I want to write.

I can read my writing to check that it makes sense.

I can write a story with more than one character.

I can write a story in which more than one thing happens.

I can make my writing exciting.

I can describe people and places to make my writing more interesting.

I can use adjectives and adverbs to describe people and places.

Sentence Types:

Revision

Prepositions

Similes

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| <p>2 Adjective Adverbs 3-ed sentence openers BOYS Feelings and Dialogue</p> | <p><i>I can always use some words I have never used before.</i> <i>I can evaluate my writing with my teacher and friends.</i> <i>I can write all of my letters correctly.</i> <i>I am getting ready to join my writing.</i></p> |
| <p>Summer 2 N-F Explanation</p> | <p>Learning Intentions</p> |
| <p>The Lighthouse Keeper's Lunch (3 weeks) T4W</p> <ul style="list-style-type: none"> • Instructions for making a picnic • Description • Plan, make and write an explanation of a 'Seagull Scarer' • Plan, write and publish a new story set in a lighthouse <p>A Tale of Two Beasts (3 weeks)</p> <ul style="list-style-type: none"> • Book review • Conscience Alley – Should the beast return? • Write scenes from different viewpoints • Write a letter to the author • Write a new scene / sequel • Create and describe your own beast and its habitat <p>Seaside Poetry (2 weeks)</p> <ul style="list-style-type: none"> • Alliteration • Rhyme • Shape poems <p>Drama and Performance Poetry (Sea-side Assembly)</p> | <p><i>I can plan innovate and invent a known story.</i> <i>I can invent, plan and write a story.</i> <i>I can write instructions.</i> <i>I can write from different viewpoints.</i> <i>I can include description of characters and setting, for detail and effect.</i> <i>I can plan, write and perform poems.</i> <i>I can use drama, role-play and ICT to retell a story.</i> <i>I can spell a range of words containing the Stage 2 sounds and spelling patterns.</i> <i>I can spell most of the Stage 2 HFWs.</i> <i>I can link my ideas, using connecting words, e.g. 'but', 'so', 'then', 'because', 'if' and 'when'.</i> <i>I can start my sentences in different ways, e.g. use time words, connectives, 'first', 'then', 'next' and 'after'.</i> <i>I can link my ideas, using connectives, e.g. 'since', 'although', 'also' and 'because'.</i> <i>I can use a full stop at the end of a sentence.</i> <i>I can put a capital letter at the start of a sentence, people and place names and 'I'.</i> <i>I can use ? and ! I can use commas in lists. I can use apostrophes for omission and possession.</i> <i>I can maintain past and present tense.</i> <i>I can plan or say aloud, what I want to write.</i> <i>I can read my writing to check that it makes sense.</i> <i>I can write a story with more than one character.</i></p> |
| <p>Sentence Types:</p> | <p><i>I can write a story in which more than one thing happens.</i> <i>I can make my writing exciting.</i></p> |

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| <i>Revision</i> <i>Prepositions</i> <i>Similes</i> <i>2 Adjective</i> <i>Adverbs</i> <i>3-ed sentence openers</i> BOYS | <i>I can describe people and places to make my writing more interesting.</i> <i>I can use adjectives and adverbs to describe people and places.</i> <i>I can always use some words I have never used before.</i> <i>I can evaluate my writing with my teacher and friends.</i> <i>I can write all of my letters correctly.</i> <i>I am getting ready to join my writing.</i> |
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Written by A. Neale-Crane July 2020 (Review Date: July 2022)