



Year 2 medium term plan Literacy

Planning follows the teaching sequence from reading to writing, ensuring a balance of reading and writing within each unit. Literacy planning is based on high quality literature, poetry and non-fiction texts, which provide inspiration for a final written outcome. Speaking, listening, drama and creative approaches are embedded as key teaching approaches. This ensures speaking and listening objectives are fully covered. Grammar is taught in context and pupils have the opportunity to practice and consolidate skills through discrete games and collaborative activities and explicit sentence level work prior to applying skills in the context of the final written outcome. Spelling is taught discretely however should be practised and driven through the modelling and teaching of writing. I have planned in spelling adjectives which are appropriate to the text being taught however you must ensure all year group objectives are covered.

Fictional Texts are suggested and approaches drawn from CLPE Book Power Year 2.

Grammar terminology to be introduced:

noun, noun phrase,

statement, questions, exclamation, command

compound, suffix,

adjective, adverb, verb,

tense (past, present)

Term 1

Term 2

Evidence for Writing moderation: Please ensure you have annotated pieces of writing with what the child can do and what the child's targets are. Also provide details of any support given if an aided piece and note if the piece was unaided. Work should be stuck in progress books once moderated.

Autumn term 1: Baseline assessment (free piece of writing)

Autumn term 2: Big Writing, 1 recount

Spring term 1: Narrative/description and CLJ piece

Spring term 2: SATS ASSESSMENTS

Summer term1: SATS ASSESSEMENTS

Summer term 2: Narrative, non fiction from CLJ

Evidence must include, supported and independent and come from Literacy, Big Writing and CLJ. Fiction, non-fiction and poetry represented. (photocopies of work in books can be used).



	Fiction	Non Fiction	Poetry
<p>Autumn 1 and 2 8 weeks 7 weeks</p> <p style="background-color: #e0f0ff; padding: 2px;">The Stories we tell!!!</p>	<p>(1)Traditional Tales – CLPE 5 weeks including the information books about Kenya</p> <p>Lila and the Secret of Rain BY David Conway and Jude Daly</p> <p>Other suggested texts: Mufaro's Beautiful Daughters, Mia's story</p> <p>Reading outcome(s): become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales making inferences on the basis of what is being said and done</p> <p>Written outcome: writing narratives about personal experiences and those of others. Plan and Write a retelling of a traditional story in role of one of the characters</p> <p>Grammar outcome: Use of capital letters and full stops. To use noun phrases for description – golden sun, huge sky.</p> <p>Spelling outcome: The igh sound spelt y at the end of words Cry, July, dry fly reply Homophones to/too/two there/their hear/here sun/son be/bee blue/blew</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Cross Curricular Links: Geography</p> <p>Compare a UK Locality with one outside Europe</p> <p>Children research what life is like in Kenya, using the text as a starting point. Create an information book about Kenya</p> </div>	<p>2)Recount – The Big Book of the Fire of London and ELS resources 4-5 weeks</p> <p>. Reading Outcome: Use their knowledge of sequence and story language when they are retelling stories and predicting events. (Sequencing the events of the Fire of London)</p> <p>Written outcome: To sequence events and recount then in appropriate detail Write first person recounts retelling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person</p> <p>Grammar outcome: : To use time connectives and begin to use some adverbial phrases for time, e.g. <i>early one morning, at dusk, late that night...</i></p> <p>Spelling outcome: Add es to nouns and verbs ending in y Rule – the y is changed to an i before es/ed is added. <i>Houses, tries, carries (plus past tense forms)</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Cross Curricular Links</p> <p>History/Art/PSHCE</p> <p>Instructional writing - How to make a tudor house.</p> <p>Fire Safety – instructional writing</p> <p>Recount of trip (Fire of London)</p> </div>	<p>(1)Calligrams – CLPE 1 week</p> <p>The Puffin Book of Fantastic First Poems Edited by June Crebbin</p> <p>Reading Outcome recognising simple recurring literary language in poetry.</p> <p>Written outcome - writing poetry – children write a poem using the call and response pattern – shape of raindrops –see CLPE – SESSION 11</p> <p>Grammar outcome: Consistent use of the present tense.</p> <p>Spelling outcome <i>The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/</i> <i>age, huge, change, charge, bulge, village</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Cross Curricular Link: Geography</p> <p>Children can create Calligrams based upon the map of Kenya or aspects of Kenyan life.</p> </div> <p>(2)Vocabulary Building <i>List poems 1 week within the fire of London</i></p>



2) **Explanations:** 1-2 weeks

Reading Outcome: To be introduced to non-fiction books that are structured in different ways

discuss and clarify the meanings of words, linking new meanings to known vocabulary

Written Outcome: writing for different purposes

Following practical task, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.

How did the Fire spread?

Grammar outcome. How the grammatical pattern in a sentence indicates its function – Questions and statements.

Spelling outcome:

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.

Rule:

The last consonant letter of the root word is doubled.

patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

Exception: The letter 'x' is never doubled:
mixing, mixed, boxer, sixes.

The Puffin Book of Fantastic First Poems Edited by June Crebbin. Select poem from collection. Comprehension and interpretation strategies. Recite poem selected from the collection

Reading Outcome Read List poems discuss their favourite words and phrases

Written outcome writing down ideas and/or key words, including new vocabulary. Write and perform own List poems

Grammar outcome To use noun phrases for description – crackling fire, burning houses

Spelling outcome –

Common exception words

Some words are exceptions in some accents but not in others – e.g. *past, last, fast, path* and *bath* are not exceptions in accents where the **a** in these words is pronounced as in *cat*. *Great, break* and *steak* are the only common words where the sound is spelt **ea**.

/æ/, /eɪ/ The Great Fire

Link to Fire of London – noun phrases

Burning flames

Rising smoke

Cross Curricular Link:

Write explanations based upon science units - Materials Unit



<p>Spring 1 and 2 6 weeks 5 weeks</p> <p>Weird and Wonderful</p> <p>Spring 2 – Sats Prep</p>	<p>1)Stories with recurring language: 4 weeks Use CLPE techniques to explore patterned/recurring language. Suggested books: Going on a Lion Hunt, Not now Bernard, Elephant and the Bad Baby, Handa's Surprise Reading Outcome: recognizing simple recurring literary language in stories and poetry predict what might happen on the basis of what has been read so far Written outcome Use a familiar story as a new model to write a new story. planning or saying out loud what they are going to write about. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). (Children to produce storybooks with their own reoccurring language) Grammar outcome: Focus on the use of punctuation including the apostrophe for contractions. Spelling outcome: Contractions In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or</p>	<p>2)Non – chronological reports 4 weeks Unit linked to science and preparation for the SAT's long writing task to write a non-chronological report about a nocturnal animal. Use Pie Corbett's: Talk for Writing across the curriculum (Storm Unicorn) – then a variety of non-fiction books about different animals Reading Outcome: answering and asking questions being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary Written outcome: Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. Grammar outcome: Subordination (using when, if, that, because) and co-ordination(using or and but). Spelling outcome: Comparative language Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and</p>	<p>1)Poetry – Vocabulary Building 1 – 2 weeks The Puffin Book of Fantastic First Poems Edited by June Crebbin and other poetry books: Teaching Poetry 4-8 – My Baby Brother Alan Peat Reading Outcome: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Written outcome: Read, write and perform free verse (no rhyming structure) based upon characters Grammar outcome: Use my Baby Brother to re-enforce punctuation and the difference between a question, statement, exclamation or command Spelling outcome: Use My Baby Brother - Possessive apostrophe – singular nouns – also revise contractions</p> <p>2)Calligrams – 2 weeks The Puffin Book of Fantastic First Poems Edited by June Crebbin and Teaching Poetry 4-8 by Alan Peat</p>

Retelling / story books based on RE stories



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sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.
can't, didn't, hasn't, couldn't, it's, I'll

SATs Spelling -

Review all spelling patterns and rules needed for year 2 SATs:

Ge and dge, g – badge, age, gigantic

The n sound kn, gn the beginning of the word – knock, know, gnaw and gnat

Fiction - description

Year 2 SATS – SHORT WRITING is a character description but we can use BIG WRITING to teach and revise this in term.

taxiing.
Heavy – heavier – heaviest
Revise also Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter Autumn term
Rule:
The last consonant letter of the root word is doubled.

Non chronological reports

Link to wider curriculum in the afternoons: Geography/RE

Identify weather patterns in the UK; Locate hot/cold areas of the world. Suggested texts

- Weather and seasons – Alice Harman
- Seasons of the Year
- The windy Day – Anna Millburn & Elena Temperin
- True or False weather
- Weather (Flip the Flaps) Mike Goldsmith & John Butler

Reading Outcome: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Written outcome: Write own calligrams (Shape poems)

Grammar outcome: Noun phrases – expanding vocabulary

Spelling outcome:

The // or /ə/ sound spelt –el at the end of words

The –el spelling is much less common than –le.

The –el spelling is used after **m, n, r, s, v, w** and more often than not after **s**. camel, tunnel, squirrel, travel, towel, tinsel

The // or /ə/ sound spelt –al at the end of words

Not many nouns end in –al, but many adjectives do.

metal, pedal, capital, hospital, animal

Link to Science Curriculum – Living things



<p>Summer 1 and 2 6 weeks 7 weeks</p> <p>From Start to Finish</p>	<p>1)Traditional Tales – myths (CREATION STORIES) 3 Weeks Suggested stories – How the Zebra got his stripes – Anansi stories. Reading Outcome: Written Outcome: Write a creation myth based on ones read. Grammar Outcome: Adverb openers – turn adjectives into adverbs Spelling Outcome: The suffixes –ment, –ness, –ful , –less and –ly</p> <p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. <i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</i> <i>merriment, happiness, plentiful, penniless, happily</i> Words ending in –tion <i>station, fiction, motion, national, creation</i></p>	<p>1 Instructions: 2 weeks Reading Outcome: being introduced to non-fiction books that are structured in different ways Written Outcome: Write a series of fiction based instructions – (How to trap Anansi) including diagrams. Link to traditional tales Grammar Outcome: Review the idea of a command Spelling Outcome: The /r/sound spelt wr at the beginning of words The spelling probably also reflects an old pronunciation. Write, written, wrote, wrong, wrap.</p> <p>Cross Curricular links to - Art/cooking</p> <p>Science – how to grow plants</p> <p>link Non-fiction to wider curriculum Explanations.</p> <ul style="list-style-type: none"> • Caterpillar capers – Loise Spibbury • On Egg – Louise Spibbury • A Bean's Life – Angela Royston <p>Link with curriculum, e.g. science Plants PSHCE – life Cycles Reading outcomes: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Ask and answer questions</p>	<p>1)Traditional poems for young children; Vocabulary building: 1 Week The Owl and the Pussycat in The Works edited by Paul Cookson. Comprehension and interpretation strategies. Recite poem by heart. Written outcome: Read, write and perform free verse. Spelling Outcome: Common exception words – beautiful, money</p> <p>2)Take one poet – poetry appreciation 2 weeks Spike Milligan poetry collection Reading Outcome: Personal responses to poetry Recite familiar poems by heart. Written outcomes – letters to the author, own poems based upon ones read, class anthology. Grammar Outcome: Ensure coverage of year 2 objectives Spelling Outcome: Ensure coverage of year 2 objectives.</p>



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Author Study 4 -5 weeks

Suggested text: Emily Gravett CLPE unit.

Reading Outcome: making inferences on the basis of what is being said and done explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

discussing the sequence of events in books and how items of information are related

Written outcome: Biography/ letter and story writing

Grammar Outcome: Use of the progressive form of the past tense – She was writing when she was 12.

: Subordination (using when, if, that, because) and co-ordination(using or and but).

Spelling Outcome: Look for spelling patterns and rules not covered or need revising

Written outcome: Produce a flowchart ensuring content is clearly sequenced.

Grammar Outcome: Subordination – and time connectives

Cross Curricular Link: History

The lives of a significant person – research and write a biography.