

Y2 English Medium Term Plan

Spring Term 1



	Reading	Writing	Spelling
Week 1 6.1.26	<p>Over the coming term, we will be using Fluent in Five to provide children with daily, structured opportunities to develop reading fluency. Through repeated exposure to short texts, pupils will strengthen accuracy, pace, expression, and confidence when reading aloud. This routine supports automaticity, enabling children to focus more deeply on comprehension and meaning.</p>	<p>Leaf by Sandra Dickinson</p> <p>During our work on <i>Leaf</i> by Sandra Dieckmann, the children will learn how to write their own non-chronological report about the polar bear in the story. They will develop their use of time connectives such as <i>first, next</i> and <i>then</i> to help organise information, and they'll build detailed noun phrases to describe the bear and his environment. We'll also focus on choosing subject-specific vocabulary linked to animals, habitats and climate, helping the children write clearly and informatively. Before writing, they will plan their ideas by discussing key facts and noting down important information, and they will practise editing their work to check for sense, spelling and punctuation. All of this will support them in producing a well-structured, engaging report about Leaf and his journey.</p>	<p>Lesson 28 – Baseline Test</p> <p>Lesson 29 – 37 – on focus sound /oo/ coded oo, ue, ew, o including curriculum words; move, prove, improve, who, Hip Homophones to/too/two, blue/blew</p> <p>Lessons 38-47 – on focus sound /ul/ coded -le, -el, -al, -il, including words; beautiful, people, Superb suffixes -ful and ness. Code breakers; child, wild</p> <p>Lessons 48-52 on focus sound /j/ coded j, -ge, g, -dge</p> <p>Lessons 53 – 54 on Apostrophe Academy – Contractions including Hip Homophones; there/they're/their</p> <p>Lesson 55 Have you cracked the code?</p> <p>Lesson 56 End of unit test</p>
Week 2 12.1.26			
Week 3 19.1.26			
Week 4 26.2.26			
Week 5 2.2.26			
Week 6 9.2.26		<p>Dread Cat by Michael Rosen</p> <p>When exploring <i>Dread Cat</i> by Michael Rosen, the children will move from factual writing into developing their storytelling skills through a narrative retelling of the events in the book. They will learn how to expand noun phrases to add detail and humour to the characters, and they will work on keeping their verb tenses consistent as they describe what the cats and Dread Cat get up to. The children will also begin to use commas in lists, helping them organise descriptive details more clearly within sentences. Before writing, they will plan their retelling through discussion, thinking carefully about the sequence of events and how to keep the story engaging for the reader. They will then practise editing their own work, checking for sense and improving vocabulary choices to make their version of the story lively and entertaining.</p>	

