



**Medium Term Plan- English**  
**Year 2/3 Summer Term**

Summer 1  
Over-arching Topic: Flow  
POR: Lila and the Secret of Rain

<u>Week</u>	<u>Nelson: SPaG</u>	<u>Reading</u>	<u>Genre and composition</u>
19.4.21	Nouns, adjectives and verbs. Noun phrases	Y2 - Discuss favourite words and phrases. Make links to known vocabulary.  Y3 - Using a dictionary to check the meaning of a word.	<b>Narrative</b> Read and explore the story of 'Lila and the Secret of Rain'. Build up a vocabulary bank. Learn the story by heart so that they can retell the story aloud.
26.4.21	Speech marks	Y2 - Discuss favourite words and phrases. Make links to known vocabulary.  Y3 - Using a dictionary to check the meaning of a word.	<b>Narrative</b> Plan and retell the story in their own words, incorporating speech. Third person, past tense.
3.5.21	Past tense verbs. Adverbials	Y2 - Being introduced to non-fiction books that are structured in different ways.	<b>Narrative</b> Edit and redraft their story to create a final, polished piece of work.



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		Y3 - Reading for different purposes including non-fiction texts and reference books.	
10.5.21	Non-fiction writing features: bullet points, headings, sub-headings etc.	Y2 - Being introduced to non-fiction books that are structured in different ways.  Y3 - Reading for different purposes including non-fiction texts and reference books.	<b>Non-chronological reports</b> Use the internet to research Kenya and create a fact file of information. Understand how to use non-fiction structural features correctly.
17.5.21	Present tense verbs.	Y2 - Build up a repertoire of poems and learn these by heart  Y3 - Recognise different forms of poetry (e.g. free verse/ narrative)	<b>Non-chronological reports</b> Redraft and create a finished non-chronological report.



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24.5.21	Nouns, adjectives, verbs and adverbs.	Y2 - Build up a repertoire of poems and learn these by heart  Y3 - Recognise different forms of poetry (e.g. free verse/narrative)	<b>Poetry</b> Create a poem to celebrate the rain which the villagers in the story may have sung. Use vocabulary bank and story knowledge to support the writing. Redraft and create a polished version.
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Summer 2

Over-arching Topic: Scrumdiddlyumptious

POR: Grendel: A cautionary tale about chocolate

<u>Week</u>	<u>Nelson: SPaG</u>	<u>Reading</u>	<u>Genre and composition</u>
7.6.21	Singular and Plural	<p>Y2 - Participate in discussions about books. Asking and answering questions about what they have read.</p> <p>Y3 - Drawing inferences on what a character might be feeling and their motives.</p>	<p><b>Narrative Diary Writing - First person</b> Read and explore the story of 'Grendel, a cautionary tale about chocolate'. Build up a vocabulary bank. Learn the story by heart so that they can retell the story aloud.</p>
14.6.21	Prefixes and suffixes	<p>Y2 - Participate in discussions about books. Asking and answering questions about what they have read.</p> <p>Y3 - Drawing inferences on what a character might be feeling and their motives.</p>	<p><b>Narrative Diary Writing - First person</b> Retell the story and ask children to take on the role of Grendel. Imagine that they are Grendel and are writing a diary from his point of view. Explore diary writing features.</p>
21.6.21	Paragraphs	<p>Y2 - Making inferences on the basis of what they have read.</p>	<p><b>Narrative Diary Writing - First person</b> Retell the story as a diary. Draft and then rewrite in best.</p>



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		Y3 - Reading for different purposes.	
28.6.21	Confusing words Tricky words	Y2 - Making inferences on the basis of what they have read.  Y3 - Reading for different purposes.	<b>Poetry</b> - Write a 'chocolate' themed poem. Session 8 on POP planning. Create a class vocabulary bank. Children create their own poems based on chocolate. Draft, edit and rewrite their poem.
5.7.21	Pronouns and prepositions	Y2 - Summarising what they have read.  Y3 - Summarising what they have read.	<b>Recount</b> - Writing about a real life event. Suggestion - a local walk if permitted. Alternative - Melt chocolate and recount the event. Describe the melting process, did they have strawberries/ marshmallows etc. to dip in? What was the smell and taste like? Draft, edit and rewrite their recount.
12.7.21	Capital letters, full stops, finger spaces, consistent letter sizing.	Y2 - Summarising what they have read.  Y3 - Summarising what they have read.	<b>Key Writing Skills Practice</b> Focus on accurate punctuation and letter formation.
19.7.21	Any finishing off or revision of topics that is required.	Any finishing off that is required. Reading for pleasure.	Any finishing off that is required.



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