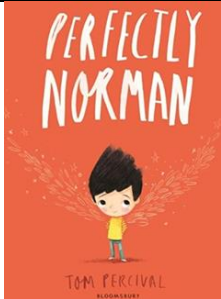
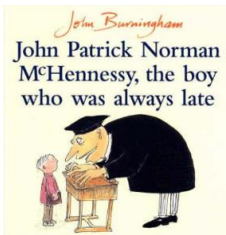

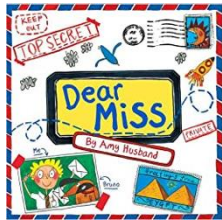


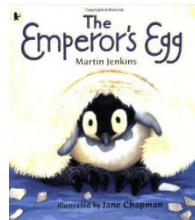
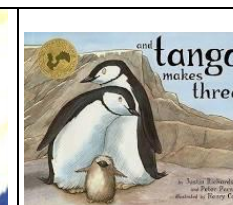
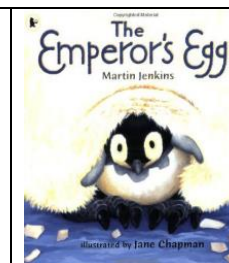
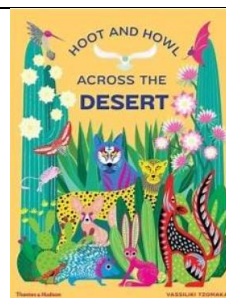
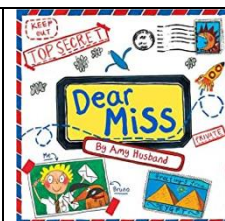
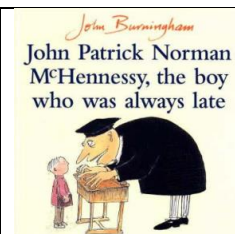
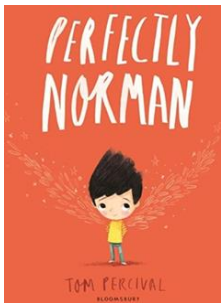


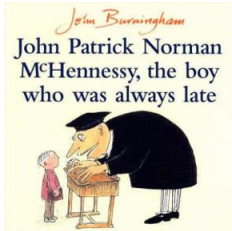

# Medium Term Planning Autumn 1- English Y2 What a Wonderful World!

	<b>Week 1</b> <b>5.9.22</b> Transition	<b>Week 2</b> <b>12.9.22</b>	<b>Week 3</b> <b>19.9.22</b>	<b>Week 4</b> <b>26.9.22</b>	<b>Week 5</b> <b>3.10.22</b>	<b>Week 6</b> <b>10.10.22</b>	<b>Week 7</b> <b>17.10.22</b>
	<b>Picture book</b>	<b>Picture book</b>	<b>Picture book</b>	<b>Picture book</b>	<b>Non-fiction</b>	<b>Non-fiction</b>	<b>Narrative information book</b>
Class Text- Used to read aloud to the class and for the Literacy context. This must be linked to the wider curriculum topic.							
<b>Writing Outcome</b>	<b>Independent write</b> – retelling of the story.	<b>Postcard</b> with an excuse.	<b>Instructions</b> on how to make a puppet.		<b>Report</b> on an Emperor Penguin inspired by non-fiction texts.		
<b>Reading Skill</b>	<b>Retrieval Vocabulary</b>	<b>Retrieval Vocabulary</b>	<b>Retrieval Vocabulary</b>	<b>Retrieval Vocabulary</b>	<b>Retrieval Vocabulary</b>	<b>Sequence Vocabulary</b>	<b>Inference Vocabulary</b>

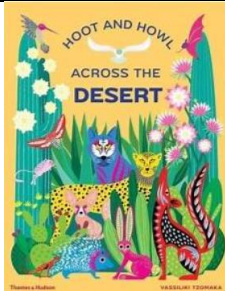

Reading Skills  
Lessons and  
directed  
reading for 15  
minutes per  
day. Teacher  
to allocate  
pages.

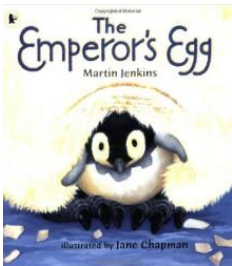


<u>Reading Skills</u>	<u>Skill</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>Directed Reading</u>
<b>Week 1</b> 	<b>Retrieval</b>  Vocab – swooping, extraordinary, unbearable, miserable.	Wed Identify and use vocabulary.	Children will be able to read unknown words, read around the word, use picture clues and think about words that sound similar. Children will be able to choose the word which means the same.	I can select a word which means the same as the given one.  Words: swooping, extraordinary, unbearable, miserable.	I can use new vocabulary in a sentence.	Whole text in class, Selected pages for vocabulary.
		Thurs Retrieve and record	Children will use text to retrieve information. They will focus on scanning the text for the key word and reading around the key word to check that it is in the answer zone.	I can find the answer in a short passage of text. I can highlight and record the answer.	I can state whether a sentence is true or false, using the text to check.	Whole text in class, Selected pages for vocabulary.
		Fri – unseen text Independently apply the taught skill.	Children will read a text tailored to the sounds they know and answer linking experience questions	Retrieve information from text. Read text independently and with speed.	Retrieve information from text. Read text independently and with speed.	Metacognition - London

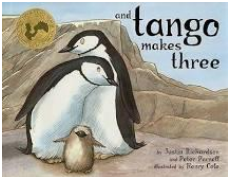
<b>Week 2</b> 	<b>Retrieval</b>  Vocab – satchel, swept.	Wed Fluency Vocabulary	Children will be able to read unknown words, read around the word, use picture clues and think about words that sound similar. Children will be able to choose the word that means the same.	I can select a word which means the same as the given one.  Satchel Swept	I can scan the text to find and highlight new vocabulary.	Whole text in class
		Thurs Retrieval	Children will use text to retrieve information. They will focus on scanning the text for the key word and reading around the key word to check that it is in the answer zone.	I can scan the text for the key word. I can check that I am in the answer zone. I can underline the answer in the text.	I can fill in a missing word from the text by scanning the text to find it.	Whole text in class plus extracts for retrieval.
		Fri – unseen text Independently apply the taught skill.	Children will read a text tailored to the sounds they know and answer linking experience questions	Retrieve information from text. Read text independently and with speed.	Retrieve information from text. Read text independently and with speed.	Metacognition – Seasons
<b>Week 3</b> 	<b>Retrieval</b>  Vocab – mission, future, depends, explorer.	Wed Fluency Vocabulary	Children will be able to read unknown words, read around the word, use picture clues and think	I can select a word which means the same as the given one.	I can choose the most appropriate word to complete a sentence.	Whole text in class

			about words that sound similar. Children will be able to choose the word that means the same.	Mission Future Depends Explorer		
		Thurs Retrieval	Children will use text to retrieve information. They will focus on scanning the text for the key word and reading around the key word to check that it is in the answer zone.	I can scan the text for the key word. I can check that I am in the answer zone. I can underline the answer in the text.	I can answer true or false questions about the text.	Pages
		Fri – unseen text Independently apply the taught skill.	Children will read a text tailored to the sounds they know and answer linking experience questions	Retrieve information from text. Read text independently and with speed.	Retrieve information from text. Read text independently and with speed.	CM Text – Dear Miss Musgrove
<b>Week 4</b>	<b>Retrieval</b> Pages 6-7 & 34-35  Vocabulary – desert, equator, extreme.	Wed Fluency Vocabulary	Children will be able to read unknown words, read around the word, use picture clues and think about words that sound similar. Children will be able to choose the word	I can select a word which means the same as the given one.  Desert Equator Extreme	I can skim and scan to find key words in a text.	Pages 6-7

			that means the same.			
		Thurs Retrieval	Children will use text to retrieve information. They will focus on scanning the text for the key word and reading around the key word to check that it is in the answer zone.	I can scan the text for the key word. I can check that I am in the answer zone. I can answer a question by giving a word from the text.	I can complete missing sentences, scanning the text for clues.	Pages 34-35
		NO School – INSET DAY	NO School – INSET DAY	NO School – INSET DAY	NO School – INSET DAY	NO School – INSET DAY
<b>Week 5</b>  Read text in class that week.	<b>Retrieval</b>	Wed Fluency Vocabulary	Children will be able to read unknown words, read around the word, use picture clues and think about words that sound similar. Children will be able to choose the word that means the same.	I can give my own meaning for the words.  Trap Tuck	I can use new vocabulary within my own sentence.	Pages TBC
		Thurs Retrieval	Children will use text to retrieve information. They will focus on scanning the text for the key word and	I can scan the text for the key word. I can check that I am in the answer zone. I can answer true or	I can write my own true or false question for the text.	Pages 14-15

			reading around the key word to check that it is in the answer zone.	false questions based on the text.		
		Fri – unseen text Independently apply the taught skill.	Children will read a text tailored to the sounds they know and answer linking experience questions	Retrieve information from text. Read text independently and with speed.	Retrieve information from text. Read text independently and with speed.	Penguin Fact File
<b>Week 6</b> 	<b>Sequence</b>	Wed Fluency Vocabulary	Children will be able to read unknown words, read around the word, use picture clues and think about words that sound similar. Children will be able to choose the word that means the same.	I can give my own meaning for the words.  Important Waddled Miserable	I can use new vocabulary within my own sentence.	Pages TBC
		Thurs Sequence  Vocab: Chronological	Children will be able to sequence the main events of the story in chronological order.	I can order the main events of the story.  Use picture clues.	I can link each part of the story using a time connective.	Pages TBC
		Fri – unseen text Independently apply the taught skill.	Children will read a text tailored to the sounds they know and answer linking experience questions	Sequence events from the text. Read text independently and with speed.	Sequence events from the text. Read text independently and with speed.	The Runaway Iceberg - sequencing

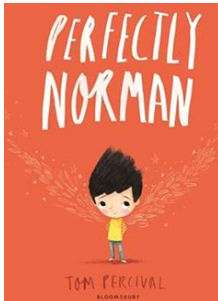



<b>Week 7</b> 	<b>Inference</b>	Wed Fluency Vocabulary	Children will be able to read unknown words, read around the word, use picture clues and think about words that sound similar. Children will be able to choose the word that means the same.	I can give my own meaning for the words. <b>Carousel Couple</b>	I can use new vocabulary within my own sentence.	Pages - TBC
		Thurs Inference	Children will be able to use clues in a picture to draw out meaning.	I can infer meaning from a picture and say what I think is happening.	I can ask suitable questions about a picture to find out more.	Pages - TBC
		Fri – Unseen Text Independently apply the taught skill.	Children will infer meaning from a previously unseen image.	I can say who, what, where, when and why.	I can use 'because' to justify my inferences.	Picture Inference – First Flight


<b>Endpoints:</b>	<p><b>Knowledge:</b> Know what is meant by: fluency, vocabulary, skim, scan, sequence, infer. Know an increased range of age-appropriate vocabulary.</p> <p><b>Skills:</b> Skim and scan text for key words. Read in the 'answer zone' and extract correct answer. Underline answer in text. Read with increasingly fluency and speed. Apply knowledge of true/false to extracts from text. Sequence key events from a familiar text. Infer meaning from pictures by asking questions and noting observations.</p> <p><b>Understanding:</b> Why we need to know the meaning of words. Why fluency is important when reading aloud. Different ways of answering retrieval questions.</p>
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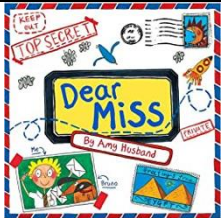


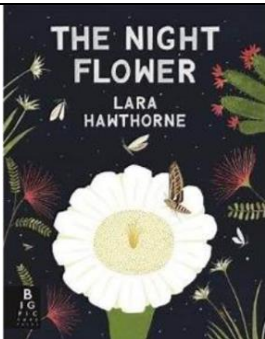
	<p><b>Vocabulary:</b> fluency, retrieval, skim, scan, vocabulary, inference, sequence, chronological. Plus specific topic-based vocabulary outlined in lesson plans above.</p>
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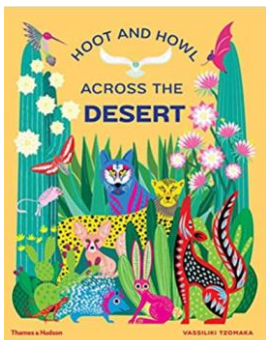
<u>Writing</u>	<u>Skill N/C</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>	
<b>Week 1 5.9.22</b> 	Transition & Independent write	HSPAG: sample dictation in the handwriting books.					
		Hook/immersion	Introduce Perfectly Norman. Focus on the word 'unique' and associated vocabulary.				See IEP/ My Plan/Birmingham Toolkit
		LO: To write a description of a character.	Children will write a description of Norman and what makes him unique.	I can label a picture of Perfectly Norman. I can use adjectives to describe. I can say what makes him unique.	I can say why Perfectly Norman is brave.	See IEP/ My Plan/Birmingham Toolkit	
		LO: To write a description of self.	Children will write a description of themselves and what makes them unique	I can draw a picture of myself and label it. I can say what makes me unique.	I can say how I am brave.	See IEP/ My Plan/Birmingham Toolkit	
		LO: To draw a story map.	Children will draw a map of the story, Perfectly Norman.	I can draw a map of the story and label it.	I can say which part of the story is best and why.	See IEP/ My Plan/Birmingham Toolkit	
		LO: To retell a story.	Children will independently retell the story of Perfectly Norman, using the pictures as prompts.	Independent write for gap analysis compare to end of year expectations for Year 1.		See IEP/ My Plan/Birmingham Toolkit	
<b>Week 2 12.9.22</b>	Message on a postcard.	HSPAG: adjective noun CL FS					
		Hook/immersion	Postcard from class teacher with an excuse for why she will be late for school.				

<p>John Birmingham</p> <p>John Patrick Norman McHennessy, the boy who was always late</p> 	LO: To sequence a story.	Children will be introduced to the story and the concept of an excuse. They will place the excuses in order.	I can place the events of the story in order. I can write a sentence for each event. I can remember to start my sentences with a capital letter and end them with a full stop.	I can say why I like the ending.	See IEP/ My Plan/Birmingham Toolkit
	LO: To give excuses using the conjunction <i>because</i> .	The children will create their own excuses using the conjunction <i>because</i> .	I can choose an excuse. I can complete the sentence starter with my excuse. I can say, write and reread my sentence.	I can add a sentence to explain how John Patrick Norman solved the problem.	See IEP/ My Plan/Birmingham Toolkit
	LO: To write a message.	The children will choose their best excuse for being late. They will write this in a short message on a postcard to Mr Ramsden	I can write a message for my postcard. I can start my sentences with a capital letter and end them with a full stop. I can include adjectives. I can say, write and reread my sentences	I can identify the nouns and adjectives in my message and underline them in the correct colours.	See IEP/ My Plan/Birmingham Toolkit
	LO: To present a message.	Children will publish their message on a postcard and deliver it to Mr Ramsden.	I can begin my sentences with a capital letter and end them with a full stop. I can use finger spaces.	I can review my writing and say what went well and what I would do better next time.	See IEP/ My Plan/Birmingham Toolkit

				I can copy tricky words carefully. I can form and position letters carefully on line.		
<b>Week 3 19.9.22</b> 	Instructions on how to make a puppet.	HSPAG: adjective noun CL FS				
		Hook/immersion	Share Dear Miss and plot Michael's journey on the class map of the world.			See IEP/ My Plan/Birmingham Toolkit
		To identify verbs	The children will identify verbs in a sentence.	I can explain the job of a verb. I can identify verbs in a sentence. I can underline them in orange.	I can identify who or what is carrying out the action in the sentence.	See IEP/ My Plan/Birmingham Toolkit
		To choose a verb.	The children will choose an appropriate verb for each sentence.	I can complete a sentence with a suitable verb.	I can substitute verbs with an opposite e.g. ran – walked.	See IEP/ My Plan/Birmingham Toolkit
		To identify statement sentences.	Children will know that a statement tells you something.	I can explain what a statement is. I can spot the statement sentences.	I can write my own examples of statements.	See IEP/ My Plan/Birmingham Toolkit
		To identify command sentences.	Children will know that commands tell you to do something and start with a verb.	I can explain what a command is. I can spot the command sentences. I can underline the verb in orange in orange.	I can change a statement to a command.	See IEP/ My Plan/Birmingham Toolkit
<b>Week 4 26.9.22</b>		HSPAG: verb command CL FS				

	Instructions on how to make a puppet.	LO: To make a character puppet.	The children will make a puppet of Michael.	I can colour, cut out and assemble my puppet. I can tell my partner how I made it.	I can record the verbs I used when I tell my partner how I made it.	See IEP/ My Plan/Birmingham Toolkit
		LO: To draft a set of instructions.	The children will draft a set of instructions on how to make a Michael puppet.	I can give my instructions a title. I can include 'what you need'. I can write a sentence for each part of the making. I can use command sentences. I can underline my bossy verbs in orange.	I can use an 'ly' word to say how an action should be completed, e.g. carefully, slowly.	See IEP/ My Plan/Birmingham Toolkit
		LO: To edit a set of instructions.	The children will be introduced to a checklist to aid them with editing their writing.	I can reread my writing checking that: My sentences make sense. My sentences begin with a capital letter. My sentences end with a full stop. I have a bossy verb at the start of each sentence.	I can include adjectives for detail, e.g. sharp scissors.	See IEP/ My Plan/Birmingham Toolkit
		30.9.22 INSET Performance Management				
Week 5 3.10.22		HSPAG: verb statement CL FS				

Y2 planning support am 3.10.22		LO: To present a set of instructions.	The children will present their writing.	I can begin my sentences with a capital letter and end them with a full stop. I can use finger spaces. I can copy tricky words carefully. I can form and position letters carefully on line.	I can review my writing and say what went well and what I would do better next time.	See IEP/ My Plan/Birmingham Toolkit
 plus	Report on an Emperor Penguin.	LO: To write a statement.	Children will recap on the features of a statement. They will know that one of the jobs of a statement is to give a fact.	I can write a statement about a picture of a desert animal. I can make sure my statement is a fact. I can start my statement with a capital letter and end it with a full stop.	I can included two facts in my statement and join them together with 'and'.	See IEP/ My Plan/Birmingham Toolkit
		LO: To identify suitable adjectives.	Children will check that the adjective is suitable.	I can identify the adjective in the statement. I can identify the noun it is describing. I can check that the adjective is suitable by looking at the picture.	I can replace an unsuitable adjective with a suitable one.	See IEP/ My Plan/Birmingham Toolkit



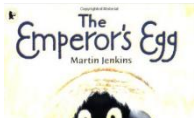
Pages 16 & 17

**Week 6 10.10.22**



		LO: To use the conjunction 'and'.	The children will recap on the conjunction 'and'. They will use it to join two sentences about the same topic together.	I can use the conjunction 'and' to join two sentences about the same topic together. I can remove the full stop from the end of the first sentence before add 'and'. I can remove the capital letter from the second sentence when I join it with 'and' to the first sentence.	I can use the conjunction 'so' to extend my sentence e.g. An ostrich has huge, wide toes so it can walk across the sand.	See IEP/ My Plan/Birmingham Toolkit
Report on an Emperor Penguin.	HSPAG: adjective noun verb CL FS command					
	LO: To record important facts.	Children will record facts about what an Emperor penguin is.	I can write down facts about an Emperor penguin I can select the most important (key) words. I can select the correct facts for the sub-heading.	I can use several texts to gather facts.	See IEP/ My Plan/Birmingham Toolkit	
	Cont/...	Children will record facts about what life is like in the cold.	I can write down facts about what life is like in the cold. I can select the most important (key) words.	I can use several texts to gather facts.	See IEP/ My Plan/Birmingham Toolkit	



				I can select the correct facts for the sub-heading.		
		Cont/...	Children will record facts about penguin chicks.	I can write down facts about penguin chicks. I can select the most important (key) words. I can select the correct facts for the sub-heading.	I can use several texts to gather facts.	See IEP/ My Plan/Birmingham Toolkit
		LO: To draft a report.	The children will draft a report about Emperor Penguins using the information gathered earlier in the week.	I can give my report a title. I can include a sub-heading for each 'chunk' of writing. I can use statement sentences, (present tense statements and adjectives). I can rehearse, write and reread my sentences. I can begin my sentence with a capital letter and end it with a full stop.	I can explain some of my facts, e.g. They have strong claws so that they can grip the ice.	See IEP/ My Plan/Birmingham Toolkit
<b>Week 7</b> 	Report on an Emperor Penguin.	HSPAG: and				
		Cont/...				See IEP/ My Plan/Birmingham Toolkit

		LO: To edit a report.	The children will use a checklist to edit their draft report.	I can reread my writing checking that: My sentences make sense. My sentences begin with a capital letter. My sentences end with a full stop. I can include adjectives for detail, e.g. sharp claws.	I can check that I have explained some of my facts, e.g. A penguin has sharp claws to grip the ice.	See IEP/ My Plan/Birmingham Toolkit
		LO: To present a report.	The children will publish their reports on Emperor Penguins.	I can begin my sentences with a capital letter and end them with a full stop. I can use finger spaces. I can copy tricky words carefully. I can form and position letters carefully on line. I can underline my sub-headings with a ruler.	I can review my writing and say what went well and what I would do better next time.	See IEP/ My Plan/Birmingham Toolkit
		To select a suitable picture.	The children will select pictures which will enhance and extend the information in their report.	I can include a picture that gives more information.	I can label my picture.	See IEP/ My Plan/Birmingham Toolkit

<b>Endpoints:</b>	<p><b>Knowledge:</b></p> <p>Know what a noun is.</p> <p>Recognise that an adjective gives more information about a noun.</p> <p>Know the job of a verb.</p> <p>That a sentence needs a verb.</p> <p>What a statement sentence is.</p> <p>What a command sentence is.</p> <p>Know that sentences (clauses) can be joined in different ways using different joining words.</p> <p>Know that these words are called conjunctions.</p> <p><b>Skills:</b></p> <p>Find verbs in reading and in own writing.</p> <p>Find adjectives in reading and in own writing.</p> <p>Talk about the effectiveness of adjectives in reading and own writing.</p> <p>Choose effective adjectives to use in own writing.</p> <p>Find different statements and commands in reading.</p> <p>Use full stops and capital letters accurately to demarcate sentences.</p> <p>Check that sentences start with a capital letter and end with the right end mark for the sentence type.</p> <p>Hear the difference between the past and present tense.</p> <p>Use a modelled or suggested planning format to map out ideas for writing.</p> <p>Begin to evaluate effectiveness of writing.</p> <p>Begin to make changes following suggestions or with support.</p> <p>Orally rehearse sentences from plan.</p> <p>Use learned conjunctions to join ideas in own writing (because, and, so to extend a sentence).</p> <p><b>Understanding:</b></p> <p>That a command sentence needs the same punctuation as a statement sentence.</p> <p>That a command sentence starts with a verb.</p> <p>Begin to understand that sentences have different functions.</p>
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	<p>That there are different purposes for writing.</p> <p>Begin to understand that different language is needed for different types of writing.</p> <p><b>Vocabulary:</b></p> <p>Noun, adjective, verb, capital, full stop, sentence, statement, command, instructions, method, report, present tense.</p>
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