

English Medium Term Plan Year 2

<b>Autumn 1 N-F Recount &amp; Instructions</b>	<b>Learning Intentions</b>
<p><b>Dogger (2 weeks) T4W</b></p> <ul style="list-style-type: none"><li>• Retelling</li><li>• Character description</li><li>• Story setting</li><li>• Storyboard</li><li>• Role-Play</li></ul> <p><b>Where's My Teddy? (2 weeks) T4W</b></p> <ul style="list-style-type: none"><li>• Retelling</li><li>• Talk for Writing</li><li>• Missing person poster</li><li>• Plan and write a story with familiar setting (school)</li><li>• Book Review/comparison (Dogger)</li></ul> <p><b>Poetry (1 week)</b></p> <ul style="list-style-type: none"><li>• Listen and respond to a range of poems.</li><li>• Animal Poems</li><li>• Poetry recital</li><li>• Poetry performance/dance</li><li>• Rhyme/alliteration</li></ul> <p><b>Peace At Last (2 weeks) T4W</b></p> <ul style="list-style-type: none"><li>• Retelling</li><li>• Storyboard</li><li>• Instructions (How to get a good night's sleep)</li></ul> <p><b>N-F Link Queen Elizabeth (CC)</b></p> <ul style="list-style-type: none"><li>• Labels and captions</li><li>• Writing facts</li></ul>	<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>

<ul style="list-style-type: none"> <li>• Write a description</li> <li>• Writing a letter to the Queen</li> <li>• Write instructions for making a crown</li> </ul>	<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><b>Autumn 2 N-F Explanation (Life Cycle)</b></h2>	<h2><b>Learning Intentions</b></h2>
<p><b>Rapunzel (3 weeks) T4W</b></p> <ul style="list-style-type: none"> <li>• Character &amp; Setting Description</li> <li>• Comparing book (Brothers Grimm)/Film versions (Tangled)</li> <li>• Hot seating</li> <li>• Planning and writing alternative opening to the tale.</li> <li>• Group Role-Play (acting out the opening)</li> <li>• Freeze-Frame and thought tracking</li> <li>• Character's feelings Conscience Alley</li> </ul> <p><b>Traditional Tales (Little Red Riding Hood) (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Retelling</li> <li>• Story sequencing- Talk for Writing</li> <li>• Character and Setting description</li> <li>• Planning and writing an alternative ending</li> <li>• (including one other Traditional Tale character)</li> </ul> <p><b>The Jolly Postman/Jolly Christmas Postman (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Retelling of Traditional Tales</li> <li>• Making posters/leaflets (persuasive writing)</li> <li>• Postcards</li> <li>• Birthday cards/Rhymes</li> <li>• Writing letters</li> <li>• Writing directions</li> </ul> <p><b>NF Link Guy Fawkes (Curriculum)</b></p> <ul style="list-style-type: none"> <li>• Create a WANTED Poster</li> <li>• Write a news report</li> </ul>	<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>

<ul style="list-style-type: none"> <li>• Write a simple historical recount</li> </ul> <p><b>Sentence Types:</b></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><b>Spring 1 N-F Letters</b></p>	<p><b>Learning Intentions</b></p>
<p><b>The Gruffalo/ (3 weeks) (including The Gruffalo's Child) T4W</b></p> <ul style="list-style-type: none"> <li>• Retelling Story map</li> <li>• Setting description</li> <li>• Character description</li> <li>• Hot seating</li> <li>• Letter writing (advice to the Gruffalo).</li> <li>• Planning and writing a story sequel.</li> </ul> <p><b>Non- Fiction Report (2 weeks)</b></p> <p>Write a non-chronological report about Gruffalo</p> <p><b>Non- Fiction Letters (1 week)</b></p> <ul style="list-style-type: none"> <li>• Write a letter to Julia Donaldson / Axel Scheffler</li> </ul> <p><b>Dahl's Revolting Rhymes (1 week)</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to a range of poems.</li> <li>• Traditional Tale Poems</li> <li>• Poetry recital</li> <li>• Poetry performance</li> <li>• Rhyme &amp; Alliteration</li> <li>•</li> </ul>	<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>

<p><i>Sentence Types:</i>  <i>2 Adjective (comma)</i>  <i>Adverbs</i>  <i>-ed, sentence openers</i>  <i>Feelings and Dialogue</i></p>	<p><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>  <i>I can write a story in which more than one thing happens.</i>  <i>I can make my writing exciting.</i>  <i>I can describe people and places to make my writing more interesting.</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></p>
<p><i>Spring 2 N-F Reports</i></p>	<p><i>Learning Intentions</i></p>

**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**

<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><b>Summer 2 N-F Explanation</b></p>	<p><b>Learning Intentions</b></p>
<p><b>The Lighthouse Keeper's Lunch (3 weeks) T4W</b></p> <ul style="list-style-type: none"> <li>• Instructions for making a picnic</li> <li>• Description</li> <li>• Plan, make and write an explanation of a 'Seagull Scarer'</li> <li>• Plan, write and publish a new story set in a lighthouse</li> </ul> <p><b>A Tale of Two Beasts (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Book review</li> <li>• Conscience Alley – Should the beast return?</li> <li>• Write scenes from different viewpoints</li> <li>• Write a letter to the author</li> <li>• Write a new scene / sequel</li> <li>• Create and describe your own beast and its habitat</li> </ul> <p><b>Seaside Poetry (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Rhyme</li> <li>• Shape poems</li> </ul> <p><b>Drama and Performance Poetry (Sea-side Assembly)</b></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><b>Sentence Types:</b></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>

<i>Revision</i> <i>Prepositions</i> <i>Similes</i> <i>2 Adjective</i> <i>Adverbs</i> <i>3-ed sentence openers</i> <b>BOYS</b>	<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>
---	---

*Written by A. Neale-Crane July 2020 (Review Date: July 2022)*