



Medium Term Plan English Year 2 2018-19

Comprehension – Nelson International Comprehension Student Book 2.

Grammar and punctuation – Nelson Grammar International Pupil Book 2.

Spelling and phonics – Follow Year 2 Phonics and Spelling scope and sequence.

Block	Genre	Genre Description	Genre Objectives / Key Skills	
			Reading & Writing	Speaking & Listening
1	Narrative Writing: Traditional Tales	Children will explore a range of traditional tales and their features (settings, characters, problem/resolution, beginning, middle and end). They will use drama to retell a traditional story in their own words. They will also plan and write a traditional tale with a change to the ending or a character. Texts: <i>Jack and the Beanstalk</i> <i>The Magic Brush</i> <i>Three Billy Goats Gruff</i> <i>Little Red Riding Hood</i> <i>Rumplestilskin</i> <i>Goldilocks and the Three Bears</i> <i>The Gingerbread Man</i> NEW: Story Box by Anne Laval; The Boy Who Cried Ninja by Alex Latimer	<ul style="list-style-type: none"> • Use capital letters for names and to start a sentence • Use full stops at the end of each sentence • Use simple connectives in writing (and, but, because) • Use simple adjectives (wow words) to describe characters and settings • Introduce and use story openers (once upon a time, one day, a long time ago) • Change the ending of a story or adapt a character from a story • Read and spell words with these graphemes: sh, ch, th, ng, ai, ee, oo, oa, ar, or, ur • Read phase 3 tricky words: he, she, we, me, be, was, you, they, all, are, my, her 	<ul style="list-style-type: none"> • Retell traditional tales in own words • Act out a traditional story using props • Tell real and imagined stories using the story language • Demonstrate their understanding of punctuation through kung fu punctuation • Big talk – Verbally share ideas before attempting to write a story

Writing Assessment

2	<p>Non narrative:</p> <p>Instructions</p>	<p>Children are actively involved in following instructions and then write the process that they followed. They engage in activities such as making a jam sandwich, a duck paper plate, a Chinese lantern, playing board games and following instructions to draw and play hopscotch.</p> <p>Texts: Various instructional clips on YouTube</p> <p>NEW: Outdoor Wonderland by Vivian French and Angela Barrett</p>	<ul style="list-style-type: none"> • Use a 'How to' heading • Use a 'You will need' subheading • Include lists, e.g. equipment and materials • Show numbered instructions in the right order • Use openers such as: first, then, next, after, last • Use a 'bossy' verb in the present tense to begin each instruction • Have an impersonal tone (no 'you' or 'I') • Start with a capital letter, end with a full stop • Read and spell words with these graphemes: igh, ow, oi, ear, er, air, ure • Read phase 4 tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what 	<ul style="list-style-type: none"> • Follow a simple set of instructions • Give instructions to peers and teachers using relevant openers, bossy verbs and a clear sequence • Big talk - Verbally share ideas before attempting to write a set of instructions
3	<p>Non narrative:</p> <p>Information Text</p>	<p>Children will explore the features of dictionaries (including alphabetical order) and the differences between fiction and non-fiction texts. They will be exposed to the basic features of information texts focussing on Wild Animals (including leopards, elephants, dolphins, lions, gorillas, Emperor penguins). The children will verbally answer who, what, where, why, when and how questions about wild animals. When writing about each animal they will be expected to include a title, pictures, labels, and captions within their piece of writing.</p> <p>Texts: Oxford First Dictionary NEW (6 of each): Could a Penguin Ride a Bike? By Bitskoff and Beydoyere, Penguins by Emily Bone, How to Wash a Woolly Mammoth by Robinson and Hindley, Dino Dinners by Manning and Granstrom, Reptiles by Angela Royston from the Animal Classifications series</p>	<ul style="list-style-type: none"> • Use a title • Use question words to explore their chosen topic and elaborate on their own writing • Begin using question marks • Make illustrations with labels and captions to explain their topic • Use sentences beginning with a capital letter and ending with a full stop • Use simple connectives in writing (and, but, because) • Use simple adjectives (wow words) to describe characters and settings • Read and spell words with these graphemes: oy, ou, ie, ea, oy, ir • Read phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could 	<ul style="list-style-type: none"> • Discuss the key features that make up an information text • Demonstrate their understanding of punctuation through kung fu punctuation • Investigate some new vocabulary and use it in their writing • Big talk - Verbally share ideas before attempting to write an information text

Writing Assessment				
4	<p>Narrative writing:</p> <p>Different stories by the same author</p>	<p>Children read a selection of books by an author and are introduced to some of the different features of the author’s writing. Children identify features of the text including similarities and differences between the author’s stories and special text features such as alliteration, pattern and rhyme. Children engage in a small group stop frame animation project using tablets focusing on one of the stories they have learned about.</p> <p>Texts: Oxford First Thesaurus Collins Junior Illustrated Thesaurus Various texts by Julia Donaldson including: The Gruffalo, The Gruffalo’s Child, Room on the Broom, Stick Man, Monkey Puzzle, The Snail and the Whale, Charlie Cook’s Favourite Book</p>	<ul style="list-style-type: none"> • Identify the beginning, middle and end of a story • Identify similarities and differences in stories • Identify and use various story starters • Identify and use a variety of sentence openers • Continue to use capital letters for names and to start a sentence • Continue to use full stops or question marks at the end of sentences • Start to use exclamation marks and speech marks within writing • Continue to use simple connectives in writing • Use a range of adjectives (wow words) • Begin using alliteration • Use nouns and verbs in writing • Begin to read independently and with increasing fluency of longer and less familiar texts • Read and spell words with these graphemes: aw, wh, ph, ew, ed, au • Spell phase 3 tricky words: he, she, we, me, be, was, you, they, all, are, my, her 	<ul style="list-style-type: none"> • Use imaginative and adventurous vocabulary and non-verbal gestures when retelling stories • Explain reactions to texts, commenting on key elements • Use alliteration when describing characters, settings or events • Use a variety of sentence openers, connectives and adjectives when telling a story • Big talk - Verbally share ideas before attempting to write a story
Writing Assessment				
5	<p>Poetry</p>	<p>Children will learn to recognise key aspects of poetry such as rhyme and its many formats. They will explore the use of descriptive language and rhyme before writing their own piece of poetry and sharing this with the class.</p> <p>Texts: Oxford First Dictionary Oxford First Thesaurus Collins Junior Illustrated Thesaurus Various texts by Dr Seuss including: The Cat in the Hat, Fantasy Instruments, I Can Read with my Eyes</p>	<ul style="list-style-type: none"> • Explore how particular words are used, including words and expressions with similar meanings • Explain their reactions to texts, commenting on important aspects • Draw on knowledge and experience of texts in deciding and planning what and how to write • Make adventurous word and language choices appropriate to the style and purpose of the text • Compose and write simple rhyming sentences • Read and spell words with split e vowel sounds, question words and connectives: a-e, i-e, o-e, u-e, why, when, where, what, how, and, but, 	<ul style="list-style-type: none"> • Speak with clarity and use appropriate intonation when reading and reciting texts • Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member when working collaboratively • Big talk - Verbally share ideas before attempting to write a poem

	<p>Shut, Green Eggs and Ham, The Cat in the Hat Comes Back, Fox in Socks, Oh The Thinks You can Think, Oh The Places You'll Go</p> <p>NEW: A First Poetry Book by Corbett and Morgan, Ellsworth's Extraordinary Electric Ears by Valerie Fisher, Tell Me a Dragon by Jackie Morris</p>	<p>because</p> <ul style="list-style-type: none">• Spell phase 4 and 5 tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could	
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