

English Medium Term Planning Year 2 Autumn 1

READING

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.

Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Children **MUST** use and understand the grammatical terminology in discussing their writing.

Week	Text & Genre	Reading & Spoken Language	Grammar & Punctuation	Composition
Week 1	Text: IT's OK to Be Different Narrative Writing: Write the story of Owl Babies	Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently Asking and answering questions SP- listen and respond appropriately to adults and their peers. SP - articulate and justify answers, arguments and opinions.	Revisit -learning how to use familiar punctuation correctly (see Appendix 2), including full stops, capital letters,	<ul style="list-style-type: none"> • writing for different purposes • saying out loud what they are going to write about
Week 2	Text: Scardey Squirrel, Daisy the Dreadful Dragon (Poem) Continue	- Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently - Recognising simple recurring literary language in stories. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Discuss the sequence of events in a book; Retell a wider range of stories, fairy stories and traditional tales; Participate in discussions about books SP- listen and respond appropriately to adults and their peers.	Nouns Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences What is a noun - expanded noun phrases to describe and specify, e.g. - Subordination (using when, if, that, because) and co-ordination (using or, and, but)	<ul style="list-style-type: none"> • <u>saying</u> out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • read aloud what they have written with appropriate intonation to make the meaning clear.
Week 3	text: Magic Paint brush Narrative Re-tell story (I do week)	- Recognising simple recurring literary language in stories. - Discussing their favourite words and phrases. - Becoming increasingly familiar with and retelling a wider range of stories - Checking that the text makes sense to them as they read and correcting inaccurate reading - Making inferences on the basis of what is being	-Revisit - Verbs Use of capital letters, full stops, to demarcate sentences - expanded noun phrases to describe and specify, e.g. - sentences with different forms: - the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but)	<p>writing for different purposes (story)</p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • verbs in the continuous form • read aloud what they have written with appropriate intonation to make the meaning

		<p>said and done</p> <p>SP- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>		clear.
Week 4	<p>text: Magic Paint brush Narrative</p> <p>Re-tell story (We do week)</p>	<p>Spoken lang: Reading: Word reading, comprehension Listening to, discussing and expressing views about a wide range of fiction text at a level beyond that at which they can read independently. SP-ask relevant questions to extend their understanding and build vocabulary and knowledge. vocab, grammar, punctuation</p>	<p>Adjectives (revisit from year 1) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -expanded noun phrases to describe and specify, e.g. the blue butterfly - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -Formation of adjectives using suffixes such as –ful, - less (see spelling appendix) (e.g. playful) -Use of the suffixes er in adjectives (e.g. happier) and ly to turn adjectives into adverbs (happily). -Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he was singing, he was dancing)</p>	<p>Composition: writing narratives stories consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation</p>
Week 5	<p>text: Magic Paint brush Narrative</p> <p>Innovate (YOU do week)</p>	<p>-Listening to, discussing and expressing views about a wide range of non fiction text at a level beyond that at which they can read independently. -Drawing on what they already know or background information and vocabulary provided for by the teacher: SP-ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>	<p>NOUNS VERBS ADJECTIVES : - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -expanded noun phrases to describe and specify, e.g. the blue butterfly - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - sentences with different forms: statement, question, exclamation, command -Formation of adjectives using suffixes such as –ful, - less (see spelling appendix) (e.g. playful) -Use of the suffixes er in adjectives (e.g. happier) and ly to turn adjectives into adverbs (happily). -Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Composition: writing narratives stories planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>
Week 6	<p>Text Non fiction Information on</p>	<p>-Listening to, discussing and expressing views about a wide range of non fiction text at a level beyond that at</p>	<p>Use of prefix UN & Adverbs Use of capital letters, full stops, question marks and</p>	<p>- Composition: writing narratives stories consider what they are going to write before</p>

	<p>Guiuang</p> <p>Writing: Report writing</p>	<p>which they can read independently.</p> <ul style="list-style-type: none"> -Being introduced to non-fiction books that are structured in different ways. -Asking and answering questions -Drawing on what they already know or background information and vocabulary provided for by the teacher; -Discussing the sequences of events in books; <p>SP-ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>	<p>exclamation marks to demarcate sentences;</p> <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but) -Formation of adjectives using suffixes such as -ful -less (e.g. joyful, happiness) - expanded noun phrases to describe and specify, e.g. the blue butterfly -Begin to develop adverbial phrases. <p><i>Headings and sub-headings to aid presentation</i></p>	<p>beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>
<p>Week 7</p>	<p>Text Non fiction Information on Smethwick</p> <p>Writing: Report writing</p>	<ul style="list-style-type: none"> -Listening to, discussing and expressing views about a wide range of non fiction text at a level beyond that at which they can read independently. -Being introduced to non-fiction books that are structured in different ways. -Asking and answering questions -Drawing on what they already know or background information and vocabulary provided for by the teacher; -Discussing the sequences of events in books; <p>SP-ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>	<p>Revisit and review learning</p> <ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -expanded noun phrases to describe and specify, e.g. the bright blue butterfly - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - sentences with different forms: statement, question, exclamation, command -Formation of adjectives using suffixes such as -ful, - less (see spelling appendix) (e.g. playful) -Use of the suffixes er in adjectives (e.g. <u>happier</u>) and ly to turn adjectives into adverbs (happily). -Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he was singing, he was dancing) 	<p>Composition: writing narratives stories consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>

English Medium Term Planning Year 2 Autumn 2

READING

Throughout the year children must be encourage to: **develop pleasure in reading, motivation to read, vocabulary and understanding.**

Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Week	Text & Genre	Reading & Spoken Language	Grammar & Punctuation	Composition
Week 1	Text: <i>Story of Diwali</i> (Big Book) Narrative	-articulate and justify answers, arguments and opinions -give well-structured descriptions and explanations - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -consider and evaluate different viewpoints, attending to and building on the contributions of others	-- the present and past tenses correctly and consistently including the progressive form learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks sentences with different forms: statement, question, exclamation, command	- develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear.
Week 2	Text: <i>Balloon for Grandad</i> Narrative Writing: RE-tell the story (I do)	- articulate and justify answers, arguments and opinions - give well-structured descriptions and explanations - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - becoming increasingly familiar with and retelling a wider range of stories	Conjunctions – co-ordination – and, but, or Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)	- develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) encapsulating what they want to say, sentence by sentence

<p>Week 3</p>	<p>Text: Balloon for Grandad Narrative Writing: innovating the story (We do)</p>	<p>-Recognising simple recurring literary language in stories. -Discussing their favourite words and phrases. -Becoming increasingly familiar with and retelling a wider range of stories -SP- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Sentence work – sentence types</p> <p>There are different types of sentences we say and write for different reasons.</p> <p>Statements – tell you something</p> <p>Questions – ask you something</p> <p>Commands – give you orders</p> <p>Exclamations – show strong feelings and start with what and how.</p>	<p>- develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) encapsulating what they want to say, sentence by sentence</p>
<p>Week 4</p>	<p>Text: Balloon for Grandad Narrative Writing: innovating the story (YOU do)</p> <p>ASSESSMENTS</p>	<p>-recognising simple recurring literary language in stories -discussing their favourite words and phrases</p>	<p>Exclamation sentences -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -Apostrophes to mark where letters are missing in spelling -Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) -Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) -Correct choice and consistent use of present tense and past tense throughout writing -Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>develop positive attitudes towards and stamina for writing by: writing narratives consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear.</p>

<p>Week 5</p>	<p>No Text due to assessments</p> <p>Writing: variety of writing tasks set to plug gaps in leaning so far</p>		<p>Expanded noun phrases</p> <p>As needed from teacher assessment</p>	
<p>week 6</p>	<p>Variety of Christmas poetry texts.</p> <p>Write a poem</p>	<p>-Listen to, discuss and express views about a wide range of poetry (including contemporary and classic) at a level beyond that at which they can reading independently;</p> <p>-To recognise simple recurring literary language in poetry.</p> <p>-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>SP- speak audibly and fluently with an increasing command of Standard English</p>	<p>-expanded noun phrases to describe and specify, (e.g. the white snowflakes)</p> <p>-use of suffixes –er, –est (Christmas is getting <u>closer</u> and days are getting <u>darker</u> and <u>shorter</u>) and –ly to turn adjectives into adverbs (Children eagerly await Christmas morning. They wake up and open their presents happily.)</p> <p>-Formation of adjectives using suffixes such as –ful, - less (see spelling appendix),</p> <p>-Use of capital letters for proper nouns (e.g. Jesus) (YEAR 1)</p> <p>Similes</p>	<p>Writing poetry</p> <p>-Writing for different purposes (Christmas Cards)</p> <p>-Planning/saying out loud what they are going to write;</p> <p>-Writing down ideas or keywords including new vocabulary;</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p>Week 7</p>	<p>Text: Christmas story</p> <p>Re-write the Christmas story.</p>	<p>discussing their favourite words and phrases</p>	<p>Knowledge check</p> <p>-sentences with different forms: statement, question, exclamation, command</p> <p>- expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></p> <p>- the present and past tenses correctly and consistently including the progressive form</p>	<p>develop positive attitudes towards and stamina for writing by:</p> <p>- writing narratives about personal experiences and those of others (real and fictional)</p> <p>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>- proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>- read aloud what they have written with appropriate intonation to make the meaning clear.</p>

English Medium Term Planning Year 2 Spring 1

READING

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.
 Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Week	Text & Genre	Reading & Spoken Language	Grammar & Punctuation	Composition
Week 1	Everybody writes week Texts change each year. Text:	-listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and build vocabulary and knowledge	Apostrophes for omission you're, we're, I'm.... - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> - the present and past tenses correctly and consistently including the progressive form	consider what they are going to write before beginning by: -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence Writing for different purposes
Week 2	The Way back Home Oliver Jeffers	-Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently -Discuss the sequence of events in books; -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Recognise simple recurring literary language in stories -Discuss their favourite words and phrases; -Making inferences on the basis of what is being said and done; -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and	APOSTROPHES FOR POSSESSION- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -Formation of adjectives using suffixes such as -ful, - less (see spelling appendix) (e.g. playful) -Use of the suffixes er in adjectives (e.g. happier) and ly to turn adjectives into adverbs (happily). -Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he was singing, he was dancing)	<ul style="list-style-type: none"> • Writing for different purposes (A story) • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

		<i>justifying inferences with evidence.</i>		
Week 3	The Way back Home Oliver Jeffers	<p>Spoken lang: Reading: Word reading, comprehension</p> <p>Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</p> <p>-Discuss the sequence of events in books;</p> <p>-Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>-Recognise simple recurring literary language in stories</p> <p>-Discuss their favourite words and phrases;</p> <p>-Making inferences on the basis of what is being said and done;</p> <p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>vocab, grammar, punctuation</p>	<p>Editing for sense</p> <p>Formation of adjectives using suffixes such as -ful, -less (see spelling appendix) (e.g. playful tigers, fearless, prey lies powerless)</p> <p>-use of suffixes -er, -est (happiest, deadliest, nicer) and -ly to turn adjectives into adverbs (Deadly, silently, happily, merrily)</p>	<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence <p>Writing for different purposes</p>
Week 4	The Way back Home Oliver Jeffers ASSESSMENT	<p>Discussing the sequence of events in books</p> <p>- Demonstrate understanding the books that they can read/listen to by drawing on what they already know/background information/vocabulary provided by the teacher.</p> <p>- Predict what might happen on the basis of what has been read so far</p>	<p>Editing for sense</p> <ul style="list-style-type: none"> - the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases to describe and specify, e.g. the blue butterfly - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; 	<ul style="list-style-type: none"> • Writing for different purposes (A report) • Planning what they are going to write about; • writing down ideas and/or key words, including new vocabulary • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • re-reading to check that their writing makes

		<p>- Make inferences on the basis of what is being said and done</p> <p>SP-ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>	<p>-Apostrophes (Omission) e.g. there <u>aren't</u> as many as there used to be.</p> <p>-Begin to develop adverbial phrases. <i>Headings and sub-headings to aid presentation.</i> -Specific nouns (poodle instead of dog) -Expressing time, place and cause using <u>conjunctions</u> (e.g. when, before, after, while, so, because), <u>adverbs</u> (e.g. then, next, soon, therefore) or <u>prepositions</u> (e.g. before, after, during, in, because of.)</p>	<p>sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>
Week 5	Text: Neil Armstrong non fiction text	<p>Spoken lang: Reading: Word reading, comprehension</p> <p>give well-structured descriptions and explanations maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Grammar and punctuation</p> <p>Range of sentence types Teacher dictation with a focus on punctuation write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p>evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Use of headings</p>
Week 6	Text: Neil Armstrong non fiction text	<p>give well-structured descriptions and explanations maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Editing</p> <p>write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. Teacher dictation with a focus on punctuation</p>	<p>develop positive attitudes towards and stamina for writing by: writing about real events. Evaluating their writing with the teacher and other pupils re-reading to check that their writing makes</p>

		<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p>sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Use of headings</p>
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English Medium Term Planning Year 2 Spring 2

READING

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.
 Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Week	Text & Genre	Reading & Spoken language	Grammar & Punctuation	Composition
Week 1 & 2	Week 1 Non fiction Text: Florence Nightingale Diary entry Week 2 Non fiction Text Mary Seacole Diary entry	<ul style="list-style-type: none"> - Being introduced to non-fiction books that are structured in different ways; - Discussing how items of information are related. - Listen to, discuss and express views about non-fiction texts at a level beyond that at which they can read independently; - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Asking and answering questions <p>SP-ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>	Make simple editions or revision and correction to their own writing - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; - sentences with different forms: statement, question, exclamation, command - the present and past tenses used correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases to describe and specify, e.g. the blue butterfly <i>Headings and sub-headings to aid presentation;</i> Adverbial phrases (when, where and how) -Introduction to paragraphs as a way to group material -Expressing time, place and cause using conjunctions, adverbs or prepositions. -To use commas to mark clauses	Writing for different purposes Planning or saying out loud what they are going to write about. writing down ideas and/or key words, including new vocabulary <i>Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] and composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</i> <i>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements and proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors</i> <i>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i>
Week 3	Text: Poetry Wriggle and roar	Spoken lang give well-structured descriptions and	Make simple editions or revision and correction to their own writing	Poetry writing ☑ consider what they are going to

	<p>Oxford book of animal poems Fantastic first poems</p>	<p>explanations <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments speak audibly and fluently with an increasing command of Standard English Reading <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of poetry at a level beyond that at which they can read independently recognising simple recurring literary language in poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard, superman</i>) Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs</p>	<p>write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> writing down ideas and/or key words, including new vocabulary read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p>Week 4</p>	<p>Text: Meercat Mail Jolly Postman Letter writing</p>	<p>-Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently -Recognise simple recurring literary language in stories -Discuss their favourite words and phrases; -Making inferences on the basis of what is being said and done;</p>	<p>Use of subordination Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or</p>	

		<p>Participate in discussions about books taking turns and listening to what others say <i>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i></p> <p>SP- listen and respond appropriately to adults and their peers.</p>	command	
week 5	<p>Text Herman's letters</p> <p>Letter writing – write to another school</p>	<p>-Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</p> <p>-Recognise simple recurring literary language in stories -Discuss their favourite words and phrases;</p> <p>-Making inferences on the basis of what is being said and done; Participate in discussions about books taking turns and listening to what others say <i>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i></p> <p>SP- listen and respond appropriately to adults and their peers.</p>	<p>Make simple editions or revision and correction to their own writing</p> <p>Appendix 2 - Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences;</p> <p>-Commas in a list</p> <p>-Apostrophes to mark where letters are missing;</p> <p>- expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>- subordination (using when, if, that, or because)</p> <p><i>Conjunctions</i> – to indicate time (first, after that, next, then,</p> <p>-Speech marks: Introduction to inverted commas to punctuate direct speech</p>	<p>Writing for different purposes</p> <p><i>plan their writing by:</i> <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> <i>discussing and recording ideas</i> <i>evaluate and edit by:</i> <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <i>proofread for spelling and punctuation errors</i> read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>

English Medium Term Planning Year 2 Summer 1

READING

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.
 Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Week	Text & Genre	Reading and Spoken Language	Grammar & Punctuation	Composition
Week 1	Text Instructional text Writing - Instructions	-Being introduced to non-fiction books that are structured in different ways; - Participate in discussions about books taking turns and listening to what others say; - Explain and discuss their understanding of books and other materials - retrieve and record information from non-fiction Sp- ask relevant questions to extend their understand and build vocabulary and knowledge;	- sentences with different forms: statement, question, exclamation, command Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; -Correct choice and consistent use of present and past tense throughout writing; - the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but) (If you don't,.....) - expanded noun phrases to describe and specify, e.g. the blue butterfly - Use of the suffixes er and est in adjectives (healthier, fitter, stronger, fittest etc) - <i>Introduction to paragraphs as a way to group material</i> - <i>Expressing time, place and cause using conjunctions, adverbs or prepositions.</i> - Use of a or an according to whether the next word begins with a consonant or vowel (e.g. a ball, an exercise bike) -To use commas in clauses	writing for different purposes plan their writing by: <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> <i>discussing and recording ideas</i> <i>draft and write by:</i> <i>composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</i> <i>organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <i>proofread for spelling and punctuation</i>

				<i>errors</i>
Week 2	Text fiction <i>Elves and the shoemaker</i> Story	<p>-Asking and answering questions; -Discuss their favourite words and phrases (e.g. technical words); -Discussing how items of information are related (e.g. stage 2 leads on from stage 1) -Being introduced to non-fiction books that are structured in different ways; -Listen to, discuss and express views about non-fiction texts at a level beyond that at which they can read independently; -Understand both the books that they can already read accurately and fluently and those that they listen to by; -Drawing on what they already know or on background information and vocabulary provided by the teacher; -retrieve and record information from non-fiction</p> <p>Sp- ask relevant questions to extend their understand and build vocabulary and knowledge;</p>	<p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; -Correct choice and consistent use of present and past tense throughout writing; - sentences with different forms: statement, question, exclamation, command - the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases to describe and specify, e.g. the blue butterfly Headings and sub-headings to aid presentation. -Introduction to paragraphs as a way to group material -Expressing time, place and cause using conjunctions, <u>adverbs</u> or prepositions. -To use commas in clauses</p>	<ul style="list-style-type: none"> • writing for different purposes • plan their writing by: <ul style="list-style-type: none"> - <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> - <i>discussing and recording ideas</i> • draft and write by: <ul style="list-style-type: none"> - <i>composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</i> English appendix 2 - <i>organising paragraphs around a theme</i> - <i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> • evaluate and edit by: <ul style="list-style-type: none"> - <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> - <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> - proofread for spelling and

				punctuation errors
Week 3	Text fiction <i>Elves and the shoemaker</i> Story	<p>-Being introduced to non-fiction books that are structured in different ways;</p> <p>-Discussing how items of information are related.</p> <p>-Listen to, discuss and express views about non-fiction texts at a level beyond that at which they can read independently;</p> <p>-Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>-Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>-Asking and answering questions</p> <p><i>-retrieve and record information from non-fiction</i></p> <p>Sp- ask relevant questions to extend their understand and build vocabulary and knowledge;</p>	<p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences;</p> <p>-Correct choice and consistent use of present and past tense throughout writing;</p> <p>- sentences with different forms: statement, question, exclamation, command</p> <p>- the present and past tenses correctly and consistently including the progressive form</p> <p>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>- expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>-Use of the suffixes er and est in adjectives (healthier, fitter, stronger, fittest etc)</p> <p><i>-Headings and sub-headings to aid presentation.</i></p> <p><i>-Introduction to paragraphs as a way to group material</i></p> <p><i>-Expressing time, place and cause using conjunctions, <u>adverbs</u> or prepositions.</i></p>	<ul style="list-style-type: none"> • writing for different purposes • plan their writing by: <ul style="list-style-type: none"> - <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> - <i>discussing and recording ideas</i> • <i>draft and write by:</i> <ul style="list-style-type: none"> - <i>composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</i> English appendix 2 - <i>organising paragraphs around a theme</i> - <i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> • <i>evaluate and edit by:</i> <ul style="list-style-type: none"> - <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> - <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences;</i>

				<ul style="list-style-type: none"> - proofread for spelling and punctuation errors
Week 4	Text fiction <i>Elves and the shoemaker</i> Story	<ul style="list-style-type: none"> -Being introduced to non-fiction books that are structured in different ways; -Discussing how items of information are related. -Listen to, discuss and express views about non-fiction texts at a level beyond that at which they can read independently; -Understand both the books that they can already read accurately and fluently and those that they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read. -Explain and discuss their understanding of book/material both those that they listen to and those they read for themselves. -using dictionaries to check the meaning of words that they have read -retrieve and record information from non-fiction <p>SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>SP-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; -Correct choice and consistent use of present and past tense throughout writing; - sentences with different forms: statement, question, exclamation, command - the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases to describe and specify, e.g. the blue butterfly -Headings and sub-headings to aid presentation. <i>Apostrophes to mark where letters are missing in spelling.</i> -Introduction to paragraphs as a way to group material -Expressing time, place and cause using conjunctions, adverbs or prepositions. -To use commas in clauses 	<ul style="list-style-type: none"> • writing for different purposes • <i>plan their writing by:</i> <ul style="list-style-type: none"> - <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> - <i>discussing and recording ideas</i> • draft and write by: <ul style="list-style-type: none"> - <i>composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</i> - organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> - <i>proofread for spelling and</i>

				<i>punctuation errors</i>
week 5	ASSESSMENTS			
	No Text			
Week 6	Text Poetry			
	Healthy eating poems			

English Medium Term Planning Year 2 Summer 2

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.
 Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Week	Text & Genre	Reading & Spoken Language	Grammar & Punctuation	Composition
Week 1	Text: Poetry Writing: Poem on healthy eating	SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. SP:listen and respond appropriately to their peers SP: Articulate and justify opinions	- expanded noun phrases to describe and specify, e.g. the blue butterfly -Expressing time, place and cause using conjunctions, <u>adverbs</u> or <u>prepositions</u> . -To use commas in clauses	<ul style="list-style-type: none"> • writing for different purposes • <i>plan their writing by:</i> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) -organising paragraphs around a theme -in non-narrative material, using

				<p><i>simple organisational devices [for example, headings and sub-headings]</i></p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>proof-read for spelling and punctuation errors</i> • <i>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i>
Week 2	<p>Text: The Tiny Seed</p> <p>Writing – story</p> <p>Oliver's Vegetables</p>	<p>SP-Participate in presentations and performances</p> <p>SP-give well-structured descriptions and explanations</p> <p>SP-Gain, maintain and monitor the interest of the listener(s)</p> <p>SP-consider and evaluate different viewpoints, attending to and building on the contribution of others.</p> <p>SP: speak audibly and fluently with an increasing command of Standard English</p>	<p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences;</p> <p>-Correct choice and consistent use of present and past tense throughout writing;</p> <p>- sentences with different forms: statement, question, exclamation, command</p> <p>- the present and past tenses correctly and consistently including the progressive form</p> <p>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>-Use of the suffixes er and est in adjectives (healthier, fitter, stronger, fittest etc)</p> <p>- expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>-Headings and sub-headings to aid presentation.</p> <p>-Introduction to paragraphs as a way to group material</p> <p>-Expressing time, place and cause using conjunctions, <u>adverbs</u> or prepositions.</p> <p>-To use commas in clauses</p>	<ul style="list-style-type: none"> • writing for different purposes • <i>plan their writing by:</i> • <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> • discussing and recording ideas • draft and write by: • <i>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>)</i> • <i>-organising paragraphs around a theme</i> • <i>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> • assessing the effectiveness of their own and others' writing and suggesting improvements • <i>proof-read for spelling and punctuation errors</i> • read aloud their own writing, to a

				<p><i>group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></p>
Week 3	Script writing ready for film	<p>SP-Participate in presentations and performances SP-give well-structured descriptions and explanations SP-Gain, maintain and monitor the interest of the listener(s) SP-consider and evaluate different viewpoints, attending to and building on the contribution of others. SP: speak audibly and fluently with an increasing command of Standard English</p>	<p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; - Correct choice and consistent use of present and past tense throughout writing; - sentences with different forms: statement, question, exclamation, command - the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases to describe and specify, e.g. the blue butterfly Formation of adjectives using suffixes (e.g. happier, fitter, joyful) -Headings and sub-headings to aid presentation. -Introduction to paragraphs as a way to group material -Expressing time, place and cause using conjunctions, <u>adverbs</u> or <u>prepositions</u>. -To use commas in clauses</p>	<ul style="list-style-type: none"> • writing for different purposes • <i>plan their writing by:</i> • <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> • discussing and recording ideas • draft and write by: -<i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i> -<i>organising paragraphs around a theme</i> -<i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> • <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Week 4	Recount film	-Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently	Appendix 2 - Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing for different purposes

		<p>-Discuss the sequence of events in books; -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Recognise simple recurring literary language in stories -Discuss their favourite words and phrases; -Making inferences on the basis of what is being said and done; -Predicting what might happen on the basis of what has been read so far <i>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i></p> <p>SP-Participate in discussions and debates; SP-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; -Commas in a list (cake, chocolate, sweets and cola) -Apostrophes to mark where letters are missing (He didn't eat fruit, "I'm not eating it!") - expanded noun phrases to describe and specify, e.g. the blue butterfly - subordination and/or co-ordination <i>-Expressing time, place and cause using conjunctions, adverbs or prepositions;</i> -Use of suffixes in adjectives (e.g. sadder, happier, fittest) -Introduction to paragraphs as a way to group material. -Speech marks: Introduction to inverted commas to <i>punctuate direct speech</i> -To use commas in clauses</p>	<ul style="list-style-type: none"> • Writing down ideas and/or keywords including new vocabulary • plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - <i>discussing and recording ideas</i> • Draft and write by: <ul style="list-style-type: none"> - organising paragraphs around a theme - in narratives, creating settings, characters and plot • evaluate and edit by: <ul style="list-style-type: none"> - <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> - <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> • proofread for spelling and punctuation errors • <i>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</i>
week 5	Recount and edit	<p>-Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently -Discuss the sequence of events in books; -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Recognise simple recurring literary language</p>	<p>Appendix 2 - Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; -Commas in a list -Apostrophes to mark where letters are missing (He didn't eat fruit, "I'm not eating it!")</p>	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing for different purposes • Writing down ideas and/or keywords including new vocabulary • plan their writing by: <ul style="list-style-type: none"> - <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary</i>

		<p>in stories</p> <ul style="list-style-type: none"> -Discuss their favourite words and phrases; -Making inferences on the basis of what is being said and done; -Predicting what might happen on the basis of what has been read so far -<i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i> <p>SP-Participate in discussions and debates; SP-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> - expanded noun phrases to describe and specify, e.g. the blue butterfly - subordination and/or co-ordination -Commas in a list (cake, chocolate, sweets and cola) -Expressing time, place and cause using conjunctions, adverbs or prepositions; -Introduction to paragraphs as a way to group material. -Speech marks: Introduction to inverted commas to punctuate direct speech 	<p>and grammar</p> <ul style="list-style-type: none"> - discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> -organising paragraphs around a theme -in narratives, creating settings, characters and plot • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Week 6	<p>Big Bag of Worries</p> <p>How Full is your Bucket</p>	<ul style="list-style-type: none"> -Making inferences on the basis of what is being said and done; -Predicting what might happen on the basis of what has been read so far -<i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i> <p>SP-Participate in discussions and debates; SP-Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; - expanded noun phrases to describe and specify, e.g. the blue butterfly -Use of the forms a/an according to whether the next word begins with a consonant or vowel; - subordination (using when, if, that, or because) -Expressing time, place and cause using conjunctions, adverbs or prepositions; -Introduction to paragraphs as a way to group material. 	<p>draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • proof-read for spelling and punctuation errors

