

English Medium Term Plan Term: Autumn 1 Year: 2

Texts / Genres Covered	Julia Donaldson Texts 3 weeks. Focus on Apollo the Swallow, The Scarecrows wedding, The Snail and the Whale. (Read others at end of the day story. Meerkat Mail (2 weeks) The Day the Crayons Quit (1 week)				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	<i>Listen and respond appropriately to their peers Develop oral skills that have been taught in Year 1</i>	<ul style="list-style-type: none"> . Discuss the sequence of events in book . Recognise simple recurring literary language in stories . Discuss and clarify the meanings of words . Ask and answer questions <p>. Sequencing The Scarecrow’s wedding – oral retelling moving onto ordering sentence strips</p>	<ul style="list-style-type: none"> . Develop positive attitudes towards and stamina for writing by writing about personal experiences . Write from memory simple sentences dictated by the teacher <p>. Writing assessment – writing a letter to me about themselves.</p> <ul style="list-style-type: none"> . Dictation . Missing words in a short text 	<p>Assessment</p> <p>Revision of Year 1 separation of words with spaces</p> <p>Revision of Year 1 capital letters to demarcate sentences.</p>	<p><i>Revision of Year 1 common exception words</i></p> <ul style="list-style-type: none"> . Spelling Assessment of Year 1 CEW . Revision of CEW and common mistakes
Week 2	<i>Listen and respond appropriately to their peers Develop oral skills that have been taught in Year 1 Ask relevant questions to extend their understanding and knowledge Give well structured narratives</i>	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i></p> <ul style="list-style-type: none"> . Discuss the sequence of events in book . Recognise simple recurring literary language in stories . Discuss and clarify the meanings of words . Ask and answer questions <p>Children listen to a range of Julia Donaldson stories - focus on Apollo the Swallow – express views and ask and answer questions</p>	<p><i>Plan or say aloud what they are going to write about</i></p> <p><i>Write down ideas and key words including new vocabulary</i></p> <p><i>Encapsulate what they want to say, sentence by sentence</i></p> <p>Children make story maps for Apollo the Swallow</p> <p>Use the story maps to retell the story to a partner then in groups – use new language and say each sentence carefully.</p>	<p><i>Expanded noun phrases for description and specification</i></p> <p>Writing adjectives and expanded noun phrases for Julia Donaldson characters</p>	<p><i>The sound spelt as ge and dge at the end of words</i></p> <ul style="list-style-type: none"> . Word lists . Missing spellings . Dictation . Spelling games
Week 3	<i>Listen and respond appropriately to their peers Develop oral skills that have been taught in Year 1 Ask relevant questions to extend their understanding and knowledge Give well structured narratives</i>		<p><i>Consider what they are going to write before beginning, by planning and saying out aloud 3 sentences.</i></p> <p><i>Re read their writing to check that it makes sense</i></p> <p>Write a retell of the story</p> <p>Share their stories with a partner – re read together to check the writing makes sense.</p>	<p><i>Expanded noun phrases for description and specification</i></p> <p>Writing adjectives and expanded noun phrases in a retell of Apollo the Swallow</p>	<p><i>The sound spelt as ge and dge at the end of words</i></p> <ul style="list-style-type: none"> . Introduction of spelling journal . Children make lists and rules posters . Dictation . Education City games

<p>Week 4</p>	<p><i>Listen and respond appropriately to their peers</i> <i>Develop oral skills that have been taught in Year 1</i> <i>Maintain attention and participate actively in roleplay</i> <i>Respond to the comments of others</i></p>	<p><i>Listen to, discuss and express views about a story</i> <i>Discuss and clarify the meaning of new vocabulary</i> <i>Make inferences on the basis of what is being said and done</i> <i>Predict what might happen on the basis of what has been read so far</i> Reading comprehension on Meerkat Mail Discussion / group work</p>	<p><i>Develop ideas about the text through roleplay</i> <i>Develop ideas of questions to ask a character</i></p> <p>Drama activities – hot seating Sunny to answer question</p>	<p><i>Revision of Year 1 capital letters and question marks to demarcate sentences.</i> Writing a list of questions to ask Sunny the meerkat</p> <p><i>Revision of Year 1 capital letters for proper nouns.</i> Writing our address – names of places need a capital letter.</p>	<p><i>The s sound spelt c before e, l and y</i></p> <ul style="list-style-type: none"> . Word lists . Missing spellings . Dictation . Spelling games
<p>Week 5</p>	<p><i>Listen and respond appropriately to their peers</i> <i>Develop oral skills that have been taught in Year 1</i> <i>Articulate answers, arguments and opinions when predicting</i></p>	<p><i>Listen to, discuss and express views about a story</i> <i>Discuss and clarify the meaning of new vocabulary</i> <i>Make inferences on the basis of what is being said and done</i> <i>Predict what might happen on the basis of what has been read so far</i> Reading comprehension on Meerkat Mail Discussion / group work</p>	<p><i>Write for different purposes</i> <i>Proof reading for errors in spelling, grammar and punctuation</i></p> <p>Proof reading activities focussing on capital letters and full stops Writing a postcard to Sunny's Family</p>	<p><i>Revision of Year 1 Capital letters for names and at the start of the sentence.</i> Children write postcards and use capital letters for names of people and places in the address.</p>	<p><i>Y2 common exception words</i></p> <ul style="list-style-type: none"> . Use of spelling journals . door, floor, poor . find, kind, mind, behind, child - Silly sentence work.
<p>Week 6</p>	<p><i>Listen and respond appropriately to their peers</i> <i>Develop oral skills that have been taught in Year 1</i> <i>Articulate answers, arguments and opinions when predicting</i></p>	<p><i>Listen to, discuss and express views about a story</i> <i>Discuss and clarify the meaning of new vocabulary</i> <i>Make inferences on the basis of what is being said and done</i> <i>Predict what might happen on the basis of what has been read so far</i> Reading comprehension on The Day the Crayon's quit Work on prediction skills and inference of characters Practice giving reasons using evidence from the text to support answers</p>	<p><i>Assessment writing</i> - the day the crayons quit <i>Develop positive attitudes and stamina for writing</i> <i>Plan and say out loud what they are going to write about</i></p> <p>Children write a letter from their toy in the style of letter from the book.</p>	<p><i>Assessment writing</i> - the day the crayons quit</p> <p>Children write a letter from their toy in the style of letter from the book.</p> <p>Assess capital letters, full stops and use of expanded noun phrases – Use to target set for next half term.</p>	<p><i>The n sound spelt kn and gn at the beginning of words</i></p> <ul style="list-style-type: none"> . Word lists . Missing spellings . Dictation . Spelling games

English Medium Term Plan Term: Autumn 2 Year: 2

Texts / Genres Covered	Jack and the Beanstalk, Jim and the Beanstalk Little Red Riding Hood / Red Riding Hood was Rotten Sleeping Beauty (Trip to Mansfield Pantomime- shared reading at story time) The Owl and the Pussycat				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	Use relevant strategies to build their vocabulary Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings Participate in discussions and roleplay	<i>.Become increasingly familiar with a wide range of fairy stories and traditional tales</i> <i>.Recognise simple recurring literary language in stories</i> <i>.Discuss and clarify the meanings of words, linking new meanings to new vocabulary</i> <i>.Discuss their favourite words and phrases</i> <i>.Make inferences on the basis of what is being said</i> Read together the story Jack and The Beanstalk. Reading comprehension work	<i>Develop and order their ideas through playing roles</i> <i>Write new vocabulary</i> <i>Re read to check their writing makes sense</i> Drama opportunities – conscience alley – several points in the story – what should Jack do? Setting description of the Giant’s home	<i>Expanded noun phrases for description and specification</i> Writing adjectives and expanded noun phrases for the setting, Jack, his mother and the giant	<i>. The igh sound spelt y at the end of words</i> fly, cry, dry, try, reply, July
Week 2	Use relevant strategies to build their vocabulary Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings Gain and maintain the interest of the listener.	<i>.Become increasingly familiar with a wide range of fairy stories and traditional tales</i> <i>.Recognise simple recurring literary language in stories</i> <i>.Discuss and clarify the meanings of words, linking new meanings to new vocabulary</i> <i>.Discuss their favourite words and phrases</i> <i>.Make inferences on the basis of what is being said</i> <i>.Make predictions as to what might happen</i> Focus on the cover, then pictures throughout the story Jim and the Beanstalk – look at similarities and differences to the traditional story.	<i>Write for different purposes</i> <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i> Letter writing to Jim	<i>Revision of sentence making</i>	<i>. Adding – es to nouns and verbs ending in y</i> <i>. The y is changed to i before -es is added.</i> Flies, tries, replies, copies, babies, carries

<p>Week 3</p>	<p>Use relevant strategies to build their vocabulary Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings Participate in discussions and roleplay</p>	<p><i>.Become increasingly familiar with a wide range of fairy stories and traditional tales</i> <i>.Recognise simple recurring literary language in stories</i> <i>.Discuss and clarify the meanings of words, linking new meanings to new vocabulary</i> <i>.Discuss their favourite words and phrases</i> <i>.Make inferences on the basis of what is being said</i></p> <p>Read together the story Little Red Riding Hood. Reading comprehension work Watch the version on CBeebies with classical music – compare.</p>	<p><i>Plan or say aloud what they are going to write about</i> <i>Write down key ideas and new vocabulary</i></p> <p>Using puppets retell the story adding new vocabulary orally Make group story boards</p>	<p><i>Learn how to use sentences with different forms.</i> Statement, question, exclamation, command games</p> <p>Find examples of these in the shared text Little Red Riding Hood.</p>	<p><i>. Adding -ed, -ing, -er and -est to a root word ending in y with a consonant before it</i> <i>Introduce the term suffix</i> Work in spelling journals investigating patterns . Word lists . Missing spellings . Dictation . Spelling games</p>
<p>Week 4</p>	<p>Use relevant strategies to build their vocabulary Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings</p>	<p><i>.Become increasingly familiar with a wide range of fairy stories and traditional tales</i> <i>.Recognise simple recurring literary language in stories</i> <i>.Discuss and clarify the meanings of words, linking new meanings to new vocabulary</i> <i>.Discuss their favourite words and phrases</i> <i>.Make inferences on the basis of what is being said</i> <i>.Make predictions as to what might happen</i></p> <p>Focus on the cover, then pictures throughout the story Little Red Riding Hood was Rotten – drama activities Hot seating / roleplay / whose side are children on?</p>	<p><i>.Encapsulate what they want to say, sentence by sentence</i> <i>.Make simple additions and corrections to their writing by proof reading to check for errors in spelling and capital letters and full stops</i></p> <p>Using last week’s story boards write a retell of Little Red Riding Hood. Focus on description of character and setting – use of previously taught expanded noun phrases.</p>	<p><i>Learn how to use sentences with different forms.</i> Children identify then write different types of sentences linked to the text</p>	<p><i>. Adding -ed, -ing, -er and -est to a root word ending in y with a consonant before it</i> Work in spelling journals investigating patterns . Word lists . Missing spellings . Dictation . Spelling games</p>
<p>Week 5</p>	<p>Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary</p>	<p><i>Listen to , discuss and express views about a classic poem</i> <i>Discuss the sequence of events in the poem</i> <i>Discuss and clarify the meanings of words</i> <i>Begin to build up a repertoire of poems learnt by heart.</i></p> <p>Reading comprehension questions Learning the poem in groups Drawing pictures to match poem</p>	<p><i>Write for different purposes</i></p> <p>Make wedding cards for the owl and the pussy cat</p>	<p><i>Sentence making</i> Revision of full stops and capital letters</p>	<p><i>Adding ing to a route word ending in a y</i> . Spelling journals . Focus on double consonant patting, humming, dropping, running, . change the y to an l rule . notice difference with copying, crying, replying . Spelling games</p>
<p>Week 6</p>	<p>Ask relevant questions to extend their understanding and knowledge</p>	<p><i>Listen to , discuss and express views about a classic poem</i> <i>Discuss the sequence of events in the poem</i></p>	<p><i>write down new vocabulary from the poem</i></p>	<p><i>Sentence making</i> Revision of full stops and capital letters</p>	<p><i>Common exception words</i></p>

	Use relevant strategies to build their vocabulary Participate in performances	<i>Discuss and clarify the meanings of words</i> <i>Begin to build up a repertoire of poems learnt by heart.</i> Learn poem and perform as a class			<i>Most, only, both, cold, gold, hold, told, every, Christma, beautiful</i> . dictation . spelling games . rhyming work . end of term spelling assessment
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English Medium Term Plan Term Spring 1 Year: 2

Texts / Genres Covered	Traditional Tales from other countries – Baba Yaga / Hansel and Gretel Report Writing – Florence Nightingale The story Machine - explanation				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	Give well structured descriptions and narratives for different purposes Listen appropriately to adults and their peers.	<i>Explain what has happened so far in what they have read (EX)</i> <i>Discuss the sequence in a wider range of stories</i> <i>Making inferences on the basis of what has been said and done</i> <i>Asking and answering question</i> <i>Predict what might happen on the basis of what has been read so far</i> Reading Baba Yaga	<i>.Encapsulate what they want to say, sentence by sentence</i> <i>.Proof read to check errors in spelling, grammar and punctuation</i> Write extended sentences about the story using conjunctions for coordination	<i>Use of conjunctions for coordination (using or, and or but)</i>	<i>The el and al spelling at the end of words</i> . Not many nouns end in al but many adjectives do .Spelling journals to investigate .Spelling games .Dictation
Week 2	Give well structured descriptions and narratives for different purposes Listen appropriately to adults and their peers.	<i>Discuss the sequence in a wider range of stories</i> <i>Making inferences on the basis of what has been said and done</i> <i>Asking and answering question</i> <i>Predict what might happen on the basis of what has been read so far</i> <i>Make links between the book they are reading and others they have read. (GD)</i>	<i>Plan or say aloud what they are going to write about</i> <i>Write down ideas and key words including new vocabulary</i> <i>Encapsulate what they want to say, sentence by sentence</i> <i>Proof read to check errors in spelling, grammar and punctuation</i>	<i>Use of conjunctions for subordination (using when, if, that, or because)</i>	<i>The le spelling at the end of words</i> .Spelling journals to investigate .Spelling games .Dictation

		Reading Baba Yaga and Hansel and Gretel – making links	<i>Use coordination and some subordination to join clauses (EX)</i> Write a retell of Hansel and Gretel or an adventure story using the same structure.		
Week 3	Ask and answer questions to develop their knowledge. Use relevant strategies to build up their vocabulary Participate in roleplay	<i>To be introduced to non fiction books that are structured in different ways</i> <i>Discuss and clarify the meaning of new words</i> Read a range of books, extracts and film clips about Florence Nightingale	<i>Encapsulate what they want to say, sentence by sentence</i> <i>.Proof read to check errors in spelling, grammar and punctuation</i> Write extended sentences about Florence Nightingale using conjunctions for coordination	<i>Use of conjunctions for subordination (using when, if, that, or because)</i>	<i>The r sound spelt wr at the beginning of words</i>
Week 4	Ask and answer questions to develop their knowledge. Use relevant strategies to build up their vocabulary Participate in roleplay	<i>To be introduced to non fiction books that are structured in different ways</i> <i>Discuss and clarify the meaning of new words</i> <i>Explain and discuss their understanding of books</i> <i>Make inferences</i> Read a range of books, extracts and film clips about Florence Nightingale Ask and Answer reading comprehension questions	<i>Writing about real events</i> <i>Writing for a range of purposes</i> <i>Re reading to check that their writing makes sense and that the tense is correct</i> <i>Evaluate their writing with the teacher and other pupils</i> Children make their own non fiction books about Florence Nightingale to share with another class.	<i>Use of the past tense</i>	<i>The or sound as al, ball, call, walk, talk, always</i> . dictation . spelling games . rhyming work
Week 5	<i>Work on The Story Machine by Tom MCLAughlin. Explanation and description writing.</i> <i>See Key Stage 1 exemplification materials Expected Level</i> Assessment using ITAFS				<i>Common exception words</i> <i>everybody, even, great, break, steak, class, grass, pass, plant, path</i> . dictation . spelling games . rhyming work

English Medium Term Plan Term: Spring 2 Year: 2

Texts / Genres Covered	Non fiction – Information texts - Newspaper reports Toby and the Great Fire of London Tell me a dragon by Jackie Morris				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	Participate in performances Partake theatre company	<i>To be introduced to non fiction books that are structured in different ways</i> <i>Discuss and clarify the meaning of new words</i> <i>Explain and discuss their understanding of books</i> <i>Make inferences</i> Read a range of books, news articles extracts and film clips about The Great Fire of London Ask and Answer reading comprehension questions	<i>Writing about real events</i> <i>Plan or say aloud what they are going to write about</i> <i>Encapsulate what they want to say, sentence by sentence</i> Sentence making facts about the fire in groups using new vocabulary	<i>Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg.. he is walking, she was shouting)</i> Annotate pictures with captions from scenes of the fire. Use present and past	<i>Homophones and near homophones</i> .spelling journals .sentence making Spelling games Dictation Dictionary work
Week 2	Read aloud what they have written with suitable intonation Participate in performances	<i>To be introduced to non fiction books that are structured in different ways</i> <i>Discuss and clarify the meaning of new words</i> <i>Explain and discuss their understanding of books</i> <i>Make inferences</i> Read a range of books, news articles extracts and film clips about The Great Fire of London Ask and Answer reading comprehension questions	<i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing (GD)</i> Newspaper planning and written reports	<i>Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg.. he is walking, she was shouting)</i> Highlight where these are used in own newspaper reports	<i>Homophones and near homophones</i> .spelling journals .sentence making Spelling games Dictation Dictionary work
Week 3	Maintain attention and participate actively in collaborative conversations, staying on topic and	<i>Make a plausible prediction about what might happen on the basis of what has been read so far (GD)</i>	<i>Writing about personal experiences of others</i> <i>Writing about real events</i> <i>Write effectively and coherently for different purposes, drawing</i>	<i>Use of commas in a list</i> Read examples of texts where commas are used.	<i>The sound spelt s</i> <i>Common exception words</i> <i>clothes, busy, people</i> television, treasure, usual Dictionaries

	initiating and responding to comments	<i>Make inferences (GD)</i> Front cover / reading prediction work on Toby and the Great Fire Reading comprehension - focus on inferences	<i>on their reading to inform the vocabulary and grammar of their writing (GD)</i> Writing a diary entry from Toby's point of view	Make lists of items orally and then written	Spelling games, Dictation, Spelling journals
Week 4	Read aloud what they have written with suitable intonation Participate in performances	<i>Develop pleasure in listening to poetry</i> <i>Recognise simple recurring language in poems</i> <i>Discuss their favourite vocabulary</i>	<i>Writing poetry</i> <i>Evaluate their writing with the teacher and other pupils</i> Expanded noun phrase poems Descriptive fire poems	<i>Use of commas in a list</i> Make lists of items orally and then written	<i>The ey sound as in monkey, donkey etc...</i> <i>The plural of these words is formed by the addition of -s</i> Dictionaries Spelling games, Dictation, Spelling journals
Week 5	<i>Work on Tell me a Dragon by Jackie Morris.</i> <i>Description and information writing</i> <i>See Key Stage 1 exemplification materials Expected Level</i>				<i>The ur sound as o after w</i> Dictionaries Spelling games, Dictation, Spelling journals
Week 6	Assessment using ITAFS				<i>Common exception words</i> <i>Could, should, would, who, whole, any, many,</i> Dictionaries Spelling games, Dictation, Spelling journals End of Term Spelling Assessment

English Medium Term Plan Term: Summer 1 Year: 2

Texts / Genres Covered	Adventure Stories / quest stories The Man whose Mother was a Pirate Recount writing Pirate / treasure poems Cross curricular science instruction writing				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	Speak audibly and fluently	<i>Answer and ask questions about the story</i> <i>Make inferences in the text</i> <i>Participate in discussion about books</i> Answering questions – looking at different ways of answering questions and how to write answers	Character description of the Mother	<i>Expanded noun phrases</i>	<i>Revision of homophones from last half term</i> <i>Focus on there, their, they're</i> Spelling journals Dictation Spelling games Sentence making
Week 2	Speak audibly and fluently Participate in discussions, performances, roleplay	<i>Answer and ask questions about the story</i> <i>Make inferences in the text</i> <i>Participate in discussion about books</i> Answering questions – looking at different ways of answering questions and how to write answers	<i>Recount writing in the style of exemplification material (GD)</i> Recount of the Pirate trip to Beaumanor	<i>Use of conjunctions for subordination (using when, if, that, or because)</i>	<i>Common exception words after, fast, last, past, father, bath</i> Spelling journals Dictation Spelling games
Week 4		<i>Answer and ask questions about the story</i> <i>Make inferences in the text</i> <i>Participate in discussion about books</i> Answering questions – looking at different ways of answering questions and how to write answers	<i>Plan or say out aloud what they are going to write about</i> <i>Write down ideas and key words including new vocabulary</i> <i>Use Literacy Shed Film as a starting point</i> Plan quest story	<i>Sequencing of story</i> <i>Consistent use of tense</i>	<i>Common exception words</i> Move, prove, improve, Mr, Mrs, parents Spelling journals Dictation Spelling games
Week 5			<i>Re read and proof read story</i>	<i>Assessment opportunities for all grammar taught in Year 2</i>	<i>Common exception words</i>

			<i>Draft and re read work to check the meaning is clear</i> Write a quest story using last week's plan		Sure, sugar, eye, water, again, half, Spelling journals Dictation Spelling games
Week 6	SATS WEEK and TEACHER ASSESSMENT				<i>Words ending in tion</i> Spelling journals Dictation Spelling games

English Medium Term Plan Term: Summer 2 Year: 2

Texts / Genres Covered	Stories in familiar settings The Owl who was afraid of the dark non fiction writing Tilly's bird (Hamilton Trust unit) Dick King Smith animal stories Animal poems				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1		<i>.Discuss the sequence of events in books and how items of information are related</i> <i>.Explain and discuss their understanding of books and stories</i> <i>. To learn about cause and effect</i> Character work in Tilly's pet Discussion on decision making Use of drama conscience alley	<i>Write for a range of purposes</i> Letter to Tilly from the bird Compare the story to Apollo the Swallow by Julia Donaldson	<i>Revision of verbs</i> <i>To begin to use adverbs correctly</i>	<i>Contraction apostrophe</i> Revision from previous work
Week 2	Use relevant strategies to build their vocabulary Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings	<i>.Discuss the sequence of events in books and how items of information are related</i> <i>.Explain and discuss their understanding of books and stories</i> <i>. To learn about cause and effect</i>	<i>Write for a range of purposes</i> <i>Plan or say out aloud what they are going to write about</i> <i>Write down ideas and key words including new vocabulary</i>	<i>Using adverbs correctly in a sentence</i>	<i>The possessive apostrophe</i> Revision from previous work

	Participate in discussions and roleplay	<i>Recognise simple recurring language</i> <i>Make predictions</i> The Owl who was afraid of the dark Comprehension activities	Non fiction writing on owls Planning, researching drafting		
Week 3	Use relevant strategies to build their vocabulary Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings Participate in discussions and roleplay	<i>Discuss the sequence of events in books and how items of information are related</i> <i>. Explain and discuss their understanding of books and stories</i> <i>. To learn about cause and effect</i> <i>Recognise simple recurring language</i> <i>Make predictions</i> Read other stories in the same series independently – chose a favourite to share with the class	<i>Write for a range of purposes</i> <i>Plan or say out aloud what they are going to write about</i> <i>Write down ideas and key words including new vocabulary</i> Producing a fact sheet about owls	<i>Use of different sentence types</i> Statement, exclamation, command, question	<i>Common Exception word revision</i>
Week 4	Gain, maintain and monitor the interest of the listeners Speak audibly and fluently Articulate and justify opinions Oral storytelling of a favourite book	<i>Participate in discussion about books</i> <i>Ask and answer questions</i> Author study – Dick King Smith Reading other children’s book reviews and looking at book reviews online Link to Blue Peter bookclub Library visit	<i>To use headings and subheadings</i> <i>To give an opinion and justify ideas</i> Writing a book review	<i>Apostrophes - omission, single possession</i>	<i>Common Exception word revision</i>
Week 5	Gain, maintain and monitor the interest of the listeners Speak audibly and fluently Articulate and justify opinions Oral story telling of a favourite book	<i>Participate in discussion about books</i> <i>Ask and answer questions</i> Author study – Dick King Smith Reading other children’s book reviews and looking at book reviews online Link to Blue Peter bookclub Library visit	<i>To use headings and subheadings</i> <i>To give an opinion and justify ideas</i> Writing a book review		<i>Common Exception word revision</i>
Week 6	<i>Develop pleasure in listening to poetry</i> <i>Recognise simple recurring language in poems</i> <i>Discuss their favourite vocabulary</i>				<i>Spelling Assessment</i>

	Animals poetry - humorous poems - performing and reading in pairs and groups Writing their own animal poems on a chosen animal	
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The suffixes ment, ness, ful, less, ly

Green –extra opportunities to ensure ITAFs for Year 2 are covered

Handwriting taught daily and targeted specifically for individual children

Let's think in English taught every two weeks