

English Medium Term Plan Year 2 Narratives.

2021-2022

Text Type:	Traditional Tales	Stories with recurring literary themes	Stories in familiar settings	Extended Story
Suggested Texts	Mufaro's Beautiful Daughters Jamil's Clever Cat The Willow Pattern Story The Jolly Postman The Paper Bag Princess The Boy Who Cried Wolf Jasper's Beanstalk Little Chicken Chicken	That Rabbit Belongs to Emily Brown Meerkat Mail Scaredy Squirrel On the Way Home Once There Were Giants Stars of Mine The Smartest Giant in town The Highway Rat	The Jolly Postman Katie Morag The Pirates Next Door Tinga Tinga Tales: How the zebra got its stripes	Class novels
Writing Outcome Suggestion	Make a new story telling their side of the story to prove their innocence like the true story of the three little pigs.	Changing and altering themes of the original story for their own purpose.	Adapting a story using similar themes but changing aspects of character or setting.	Children work independently to plan and write their own sustained story with a logical sequence of events.
Grammar	Past and present tense e.g. she is drumming, he was shouting. Correct standard English 'I was not I were'	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Connectives – when, if, that, or, because Adjectives and verbs Use of the suffixes –er, –est in adjectives and –ly in adverbs	Statements, questions, commands. Connectives – when, if, that, or, because	Connectives – when, if, that, or, because Subordination (using when, if, that, because) and co-ordination (using or, and, but) Third person narratives
Punctuation	Use of capital letters and full stops Indicate a statement, question, exclamation or command.	Capital letters and full stops Indicate a statement, question, exclamation or command.	Use of exclamation marks and question marks to demarcate sentences. Commas to separate items in a list. Apostrophes for contraction and possession.	Apostrophes for contraction and possession. Capital letters and full stops

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<p>Text level features</p> <p>Knowledge</p>	<ul style="list-style-type: none"> • Raise questions about a text e.g. who is the villain or the hero in this story? Is this a fairy tale ending? What is the heroin in search of? • Make contributions in whole class and group discussion. • Give opinions and support with reasons e.g. Snow White is a good character because she helps clean the dwarfs' house. • Orally rehearse new stories several times to embed the pattern of narrative. • Learn the structure of a story using story-mapping • Use drama techniques (e.g. role on the wall, conscience alley, hot-seating) to develop characters in more detail. • Make inferences about characters and events using evidence from the text. • Identify formulaic sentences e.g. Once upon a time.. There 	<ul style="list-style-type: none"> • To learn and perform a story with clear repetitive structure. • To identify recurring language that is used to create cohesion across a text. • To build up a bank of words that link events together e.g. at first, later that day, as time passed, etc. • To work out, predict and check the meanings of unfamiliar words and to make sense of what they read. • To understand time in a story and sequence events correctly. • To use a known repetitive story structure and change the details to make it my own. • To discuss reasons for events in stories, linked to plot. • To spell new words accurately. • To revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing. 	<ul style="list-style-type: none"> • Sequence and discuss the main events in stories. • Identify, discuss and practice new punctuation e.g. apostrophes and commas • Use exclamation marks or question marks to move story on effectively. • Make predictions using evidence from the text. • Make inferences about characters and events using evidence from the text. • Select, generate and effectively use nouns. • Use subordination for time using the word 'when'. • Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. 	<ul style="list-style-type: none"> • Engage with books through exploring and enacting interpretations (drama techniques). • Work collaboratively in a group, taking turns and reaching agreement. • Identify story elements: characters, setting, and key events. • Give some reasons why things happen or characters change. • Demonstrate understanding of texts by asking and answering questions related to who, what, where, then, why, how. • Sequence and discuss the main events in stories (use boxing up). • Introduce and discuss key vocabulary within the context of a text. • Identify, discuss and collect favourite words and phrases. • Make predictions using evidence from the text.
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	<p>was once a ... Long ago in the ... And it came to pass ...</p> <ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using and, but or so. • Select, generate and effectively use verbs e.g. Sam <u>slumped</u> down into his char. • Use past tense for narrative writing. • Plan and discuss how to write a new traditional tale. • Use simple gender forms, e.g. his/her correctly • Use words and phrases that link sentences, e.g. meanwhile, during, before, after a while 	<ul style="list-style-type: none"> • To experiment with new and evocative vocabulary. 		<ul style="list-style-type: none"> • Make inferences about characters and events using evidence from the text, e.g. what is a character thinking and feeling? • Plan own story by making notes under headings e.g. Opening, Something happens, Events to sort it out, Ending. • Spot and use subordination for time, e.g. building on <i>when</i>, extend to: <i>while, before, after</i>. • Spot and use apostrophes for contracted forms e.g. don't can't, wouldn't, you're, I'll • Use third person and past tense consistently for narrative. • Plan and discuss what to write about, e.g. story mapping, new vocabulary, key words and ideas. • Proofread to check for errors in spelling, grammar and punctuation.
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English Medium Term Plan Year 2 Non-Fiction

2021-2022

Text Type:	Persuasive Writing	Non-chronological report	Explanation	Recount
Suggested Texts	Range of posters/leaflets from local attractions linked to your class topic focus. A range of non-fiction books to support the gathering of information, including a selection for the children to read independently.	Range of non-fiction texts from library on given subject.	Hobbies. Routines or events. Sports and games. Science investigations.	Trips to local areas. Visitors to school. Diary entries using real life events.
Writing Outcome Suggestion	Children will be able to plan and write their own persuasive poster/leaflet based on a real/imagined farm/theme park/family attraction.	Children will be able to; construct their own non-chronological report linked to topic in wider curriculum e.g. planets or plants.	Children present an explanation for specific process learnt through creative curriculum e.g. How to speed things up booklet (linked to forces in Science).	Children write a diary entry about a personal event in their life, for example a school trip and how they thought and felt during it with factual organised events.
Grammar	Adjectives Questions, commands and exclamations. Captions	Subordination (using when, if, that, because) Use of suffixes -er, -est in adjectives e.g. Polar bears are the <u>biggest</u> carnivores of all. Adjectives with suffixes Correct use of tense Standard English I was not I were.	Subordination (when, if that, because) and co-ordination (or, and, but). Present and past tense. Adjectives with suffixes.	Past tense and present tense. Subordination and compare to co-ordination. Questions, commands and exclamations. Expanding the noun for detail.
Punctuation	Exclamation marks Questions Full stops and capitals. Commas for lists.	Commas for lists Exclamation marks Questions Full stops and capitals.	Exclamation marks. Question marks. Commas for lists.	Full stops and capitals. Exclamation marks. Question marks.

English Medium Term Plan Year 2 Non-Fiction

2021-2022

<p>Text level features</p> <p>Knowledge</p>	<ul style="list-style-type: none"> • Use tone and intonation when reading aloud. • Identify, discuss and collect favourite words and phrases • Collect and discuss various persuasive devices, e.g. exaggeration, word play, repetition. • Provide children with a range of persuasive material to read independently. • ‘Box-up’ an existing poster/leaflet featuring a day out/attraction, identifying the feature/‘job’ of each section/paragraph. • Discuss how specific information is organised within a non-fiction text • Consider other points of view. • Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. • Use present tense for persuasive adverts. 	<ul style="list-style-type: none"> • Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. • Note how reports are written in the simple present tense e.g. They <u>like</u> to build their nests... It <u>is</u> a cold environment... • Begin report by asking a direct question e.g. Have you ever heard of a hammer-head shark? • Identify sentences in the opening paragraphs of simple reports that answer the questions Who? What? When? Where? • Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. • Activating prior knowledge and raising questions about a given topic. • Use sentences with different forms: 	<ul style="list-style-type: none"> • Listen to, read and discuss a wide range of explanatory texts. • Spot the merits/limitations of particular explanation texts. • Make a list of words/phrases that signal time sequences, e.g. first, then, after, when. • Learn and repeat an explanation for something orally. • Recognise a range of ways of presenting texts, e.g. enlarged, bold or italicised print, captions and headings, flowcharts. • Give explanations and definitions for words or concepts by making class dictionaries and glossaries of special interest words. • Discuss the purpose of note-taking and look at simple examples. • Understand different methods of making notes. • Identify intended audience, i.e. self or others. 	<ul style="list-style-type: none"> • To introduce the personal recount text type. • To identify and explore the structure of personal recounts. • To identify and explore the language features of personal recounts. • To investigate how events can be sequenced using time connectives. • To investigate how action verbs can be expressed in simple past tense. • To investigate how descriptive words, such as adjectives, can add detail to a personal recount. • To investigate how emotive words can add detail to a personal recount. • To jointly construct a simple personal recount about a familiar experience. • To construct a simple personal recount about a familiar experience in pairs. • To independently construct a simple
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English Medium Term Plan Year 2 Non-Fiction

2021-2022

	<ul style="list-style-type: none"> • Select, generate and effectively use adjectives. • Use sentences with different forms: statement, question, command, and exclamation. • Use commas to separate items in a list. 	<p>statement, question, exclamation.</p> <ul style="list-style-type: none"> • Use subordination for reason with ‘if/when/because’. • Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas. • Use specific text type features to write for a range of audiences and purposes e.g. to inform. • Collect noun phrases to generalise e.g. <u>some</u> butterflies... <u>most</u> scientists believe... • Identify the use of factual adjectives to give significant detail (often clarifying colour, position or size) e.g. <u>scaly</u> bodies. • Write reports based on structure of known texts e.g. There are two sorts of x...; They live in x...; the A’s have x...; but the B’s etc. 	<ul style="list-style-type: none"> • Briefly summarise the main point of a process e.g. Why we don’t see the sun in the night. • Use ‘topic’ significant words when giving an oral or written explanation. • Use subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. <i>Hedgehogs wake up in March or April <u>when</u> the weather is warmer and food is easier to find.</i> • Use expanded noun phrases for description and specification e.g. <i>some hibernating animals.</i> • Know that explanations are usually written in the simple present tense. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Explore ways of writing ideas in shortened forms to capture key points e.g. flow chart. 	<p>personal recount about a familiar experience.</p>
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English Medium Term Plan Year 2 Poetry
2021-2022

Text Type:	Riddles	Classical Poetry
Suggested Texts	Black Dot What in the Wild Where else in the Wild Yummy Riddles (Kids can Read series) The Works Key Stage 1 by Pie Corbett.	Poems to Perform 101 Poems for Children The Usborne Book of Poems Old Possum's Book of Practical Cats The Ride by Nights A Child's Garden of Verses Ducks' Ditty from Wind in the Willows The Owl and the Pussycat. The Ugly Duckling
Writing Outcome Suggestion	Children will be able to write their own riddle based on an item or theme.	A poetry recital of one or two classic poems that the class have learned by heart. Innovated verses based on a classic poem.
Grammar	Subordination (when, if, that, because) Co-ordination (or, and, but)	Verbs Co-ordination and subordination.
Punctuation	Full stops and capital letters.	Full stops and capital letters. Commas for lists Apostrophes
Text level features Knowledge	<ul style="list-style-type: none"> • Read common exception words. • Listen to a range of poetry texts. • Identify, discuss and collect favourite words and phrases. • Make personal reading choices and explain reasons for choices. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Make predictions based on what has been read so far. • Listen and respond to contributions from others. 	<ul style="list-style-type: none"> • Read accurately by blending the sounds especially recognising alternative sounds for graphemes. • Read frequently encountered words quickly and accurately without overt sounding and blending. • Use tone and intonation when reading aloud. • Learn and recite a range of poems using appropriate intonation. • Recognise use of repetitive language within a text or poem. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.

English Medium Term Plan Year 2 Poetry

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| | <ul style="list-style-type: none">• Say, write and punctuate simple and compound sentences• Plan and discuss what to write• Write simple riddles based on models.• Say, write and punctuate simple and compound sentences using the connectives <i>and, but, so</i> and <i>or</i> (co-ordination).• Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> | <ul style="list-style-type: none">• Make contributions in whole class and group discussion.• Demonstrate understanding of texts by answering questions.• Use sentences with different forms e.g. statement, question, command, exclamation.• Select, generate and effectively use verbs.• Plan and discuss what to write about.• Write simple poems based on models.• Read aloud their writing with intonation to make the meaning clear. |
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