**English Medium Term Planning – Year 2 Autumn**

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| Text | Objectives | Genres | Time |
| *Funnybones*  *Monkey Puzzle*  *The Magic of the Brain* (100 lessons CD ROM)  1 week | To participate in discussion about books, poems and other works that are read to them.  To make inferences on the basis of what is being said and done.  To write down ideas and/or key words, including new vocabulary.  To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  To plan or say aloud what they are going to write about.  To predict what might happen on the basis of what has been read so far.  To recognise simple recurring literacy language in stories and poetry.  To use sentences with different forms: statement, question, exclamation and command.  To explain and discuss their understanding of books, poems and other material.  To answer and ask questions.  To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.  To discuss their favourite words and phrases.  To read accurately words of two or more syllables that contain the graphemes taught so far.  To read most words quickly and accurately without overt sounding and blending.  To participate in discussion about books, poems and other books that are read to them.  To segment words into phonemes and represent these by graphemes, spelling many correctly.  To use some features of written standard English.  To make inferences on the basis of what is being said and done.  To explain and discuss their understanding of books, poems and other material.  To learn to spell more words with contracted forms.  To learn how to use familiar and new punctuation correctly.  To write from memory simple sentences dictated by the teacher that include words using the GPCS, common exception words and punctuation taught so far.  To read words containing the common suffixes.  To add suffixes to spell longer words.  To write for different purposes.  To write down ideas or key words.  To segment words into phonemes and represent these by graphemes, spelling many correctly.  To be introduced to non-fiction books that are structured in different ways.  To learn how to use both familiar and new punctuation correctly.  To add suffixes to spell longer words.  To apply spelling rules and guidelines, as listed in Appendix 1.  To make inferences on the basis of what is being said and done.  To participate in discussion about books, poems and other works, taking turns and listening to what others say.  To write for different purposes.  To evaluate their writing with the teacher and other children.  Use phonic knowledge to decode and encode new vocabulary.  To predict what might happen on the basis of what has been read so far.  To discuss the sequence of events in books.  Contractions  Suffixes  Comprehension  To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.  To recognise simple recurring literary language in stories and poetry.  To continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  To write poetry.  To write capital letters and digits of the correct sixe, orientation and relationship to one another and to lower-case letters.  To use spacing between words that reflects the size of the letters. | Narrative  Fiction  Poetry | 4 weeks  2 weeks  1 week |
| *The Zoo*  *My Christmas Star*  (The Write Stuff)  2 weeks  Animal poetry | To answer and ask questions.  To draw on what they already know or on background information and vocabulary provided by the teacher.  To discuss the texts that they read and listen to, taking turns to share thoughts.  To predict what might happen on the basis of what has been read so far.  To listen to and discuss a range of texts at a level beyond their independent reading.  To explain and discuss their understanding of books, poems and other material.  To learn how to use subordination and coordination.  Can see from different viewpoints.  Can write sentences.  To understand books by making inferences based on what is being said and done.  To discuss the texts that they read and listen to, taking turns to share thoughts.  To discuss the sequence of events and how items of information are related.  To apply spelling rules and guidelines, as listed in Appendix 1.  To write narratives about their own and others’ experiences (real and fictional).  To plan or say out loud what they are going to write about.  To consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  Can write and edit a recount.  To read words containing common suffixes.  To understand books by drawing on background information and vocabulary.  To add suffixes to spell longer words.  To learn how to use subordination and coordination. To write about real events.  To plan or say out loud what they are going to write about.  To proofread to check for errors in spelling, grammar and punctuation.  To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. To learn the grammar in column 1 in Year 2 in Appendix 2.  To use present and past tenses correctly and consistently inc the progressive form.  Can find a range of conjunctions in a passage and begin to use them in own writing. Can ask questions of a text. Can use questions to improve writing.  To read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.  To understand books by answering and asking questions.  To discuss the texts that they read and listen to, taking turns to share thoughts.  To be introduced to non-fiction books that are structured in different ways.  To listen to and discuss a range of texts at a level beyond their independent reading.  To learn how to use subordination and coordination. To write for different purposes.  To learn how to use and form statements, questions, exclamations and commands.  To write effective sentences.  Use action alliterative pairs.  To use repetition for effect.  To use a simile.  To include contractions.  To write questions.  To use an adverb.  To use onomatopoeia  To write a negative feeling sentence.  To use a negative simile.  To use rhyme.  Use ‘ing’ verbs.  To use synonyms.  Include a superlative.  To listen to and discuss a range of texts at a level beyond their independent reading.  To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  To discuss their favourite words and phrases.  To spell by distinguishing between homophones and near-homophones.  To learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including common homophones.  To develop positive attitudes towards and stamina for writing by writing poetry.  To plan or say out loud what they are going to write about.  To write down ideas and/or key words, including new vocabulary.  To consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  To read aloud what they have written with appropriate intonation. | Narrative  Fiction/Non-fiction  Narrative  Fiction  Poetry | 3 weeks  2 weeks  1 week |