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

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| Text | Objectives | Genres |
| *The Great Fire of London*By Emma Adams & James Weston Lewis | **Spoken language:**• Listen and respond• Ask relevant questions• Build vocabulary• Maintain attention and participate actively in collaborative conversations**Reading comprehension:**• Discuss the sequence of events in books and how items of information are related• Read non-fiction books that are structured in different ways• Draw on what is already known or on background information and vocabularyprovided by the teacher• Make inferences on the basis of what is being said and done• Answer and ask questions• Participate in discussions about books, poems and other works• Explain and discuss their understanding of books, poems and other material**Writing composition:**• Write for different purposes• Make simple additions, revisions and corrections (greater depth only)• Evaluate writing with the teacher and other pupils• Proofread to check for errors in spelling, grammar and punctuation• Read aloud with intonation | Information Text |
| *The Last Wolf*By Mini Grey | **Spoken language:**• Articulate and justify answers• Maintain attention and participate in collaborative conversations• Speak audibly and fluently• Participate in discussions, presentations, performances, role play, improvisations and debates**Reading comprehension:**• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently• Become familiar with and re-tell a wider range of traditional tales• Recognise simple recurring literary language• Draw on what is already known and on background information and vocabulary provided by the teacher• Predict what might happen on the basis of what has been read so far**Writing composition:**• Write narratives about personal experiences and those of others (real and fictional)• Write about real events• Write for different purposes• Plan or say out loud what is going to be written about• Make simple additions, revisions and corrections• Evaluate writing with the teacher and other pupils• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently• Proof-read to check for errors in spelling, grammar and punctuation | NarrativeLetter |
| Animals and their Habitats*(Range of poetry)* | * 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.
 | Poetry  |