**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 vocabulary  provided 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 | Narrative  Letter |
| 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 |