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

|  |  |  |
| --- | --- | --- |
| Text | Objectives | Genres |
| *The Dragon Machine*  By Helen Ward | **Spoken language:**  • Ask relevant questions  • Build vocabulary  • Articulate and justify answers  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  **Reading comprehension:**  • Check the text makes sense  • Make inferences on the basis of what is being said and done  • Answer and ask questions  • Predict what might happen on the basis of what has been read so far  **Writing composition:**  • Plan or say out loud what is going to be written about  • Write down ideas, key words, new vocabulary  • Encapsulate what is to be written, sentence by sentence  • 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  • Read aloud with intonation | First person narrative |
| *Major Glad, Major Dizzy*  By Jan Oke | **Spoken language:**  • Listen and respond  • Ask relevant questions  • Build vocabulary  • Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  • Read non-fiction books that are structured in different ways  • Discuss and clarify the meaning of words  • Answer and ask questions  • Predict what might happen on the basis of what has been read so far  • Explain and discuss their understanding of books, poems and other material  **Writing composition:**  • Write narratives about personal experiences and those of others (real or fictional)  • Write poetry  • Plan or say out loud what is going to be written about  • Write down ideas, key words, new vocabulary  • Encapsulate what is to be written, sentence by sentence  • 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 | Historical Recount |
| From a Railway Carriage  By Robert Louis Stevenson | **Spoken language:**  • Listen and respond  • Ask relevant questions  • Give well-structured descriptions, explanations and narratives  • Maintain attention and participate actively in collaborative conversations  **Reading comprehension:**  • 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 can be read  independently  • Discuss and clarify the meanings of words  • Draw on what is already known or on background information and vocabulary  provided by the teacher  • Explain and discuss understanding of books, poems and other material  **Writing composition:**  • Write poetry  • Write down ideas, key words, new vocabulary  • Plan or say aloud what is going to be written about  • Encapsulate what is to be written, sentence by sentence  • Re-read to check that their writing makes sense and that verbs to indicate time are  used correctly and consistently | Rhyming poetry |