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

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| Text | Objectives | Genres |
| *Tidy*  By Emily Gravett | **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  • Discuss the sequence of events in books and how items of information are related  • 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  • Proofread to check for errors in spelling, grammar and punctuation  • Re-read to check that their writing makes sense | Persuasive Letter |
| *Grandad’s Secret Giant*  **By David Litchfield** | **Spoken language:**  • Give well-structured descriptions, explanations and narratives  • Listen and respond  • Ask relevant questions  • Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  • Discuss the sequence of events in books and how items of information are related  • Make inferences on the basis of what is being said and done  • Ask and answer questions  • Predict what might happen on the basis of what has been read so far  • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently  **Writing composition:**  • Write poetry  • Write for different purposes  • 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  • Write for different purposes  • Proof-read to check for errors in spelling, grammar and punctuation | Narrative |
| Seasonal Poetry – Summer and the Seaside | * To read further common exception words. * To listen to and discuss a range of texts at a level beyond their independent reading. * To discuss the texts that they read and listen to, taking turns to discuss and listen. * To segment words and represent phonemes with graphemes, spelling many correctly. * 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 expand noun phrases to describe and specify. * To develop positive attitudes towards and stamina for writing by writing poetry. * To learn how to use both familiar and new punctuation correctly (see Appendix 2). * To use present and past tenses correctly and consistently inc the progressive form. | Poetry |