			English Medium-Term P	lan Year 2			
Fiction focus Non-fiction	Autumn 1	Autumn 2	Caring 1	Spring 2	Summer 1	Summer 2	
<mark>focus</mark> Poetry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Purpose	1.Writing to entertain2.Writing to inform	 Writing to inform Writing to entertain 	 Writing to entertain Writing to entertain 	 Writing to entertain Writing to entertain 	 Writing to entertain Writing to persuade 	1. Writing to inform	
Core English Texts	The Swaldow The Swald and the Whale Wha Whale Whale Wha Wha Wha Wha Wha Wha Wha Wha Wha Wha	THE POLAR EXPRESS		Courd Blutton	POALD DAHL BEG Durber	ROALD BEG Durte	
Short Burst Writing	Sentences produced during the skills phase should be purposeful and transferable into the writing phase.						
Final Outcomes (including poetry)	 Retelling from the point of view of a character using The snail and the whale by Julia Donaldson Fact file using knowledge from Meerkat Mail by Emily Garnett and trip to Tropical World 	1.Instruction writing Fireworks 2.Recount using Polar Express (visual literacy)	 Diary entry using Toby and the Great Fire of London by Margaret Nash Retell using the Red Prince by Charlie Roscoe 	 Setting description using the Magic Faraway Tree by Enid Blyton Retell using the Magic Faraway Tree by Enid Blyton 	 Character description of the BFG using the BFG by Roald Dahl Letter from Sophie to the BFG using the BFG by Roald Dahl 	1. Recount of a trip to Filey	

Authorial	Children understand	Children understand	Children understand the	Children understand the	Children understand	Children understand the
Intent	the purpose of the	the purpose of the	purpose of the piece	purpose of the piece	the purpose of the	purpose of the piece
	piece they are writing.	piece they are writing.	they are writing.	they are writing.	piece they are writing.	they are writing.
	Children can engage in discussions around	Children can engage in discussions around	Children can engage in discussions around who	Children can engage in discussions around who	Children can engage in discussions around	Children can engage in discussions around who
	who their audience	who their audience	their audience would	their audience would	who their audience	their audience would
	would be.	would be.	be.	be.	would be.	be.
	Talk through their	Talk through their	Talk through their work	Talk through their work	Talk through their	Talk through their work
	work sentence by	work sentence by	sentence by sentence to	sentence by sentence to	work sentence by	sentence by sentence to
	sentence to refine	sentence to refine	refine what they want	refine what they want	sentence to refine	refine what they want
	what they want to say	what they want to say	to say and gathering	to say and gathering	what they want to say	to say and gathering
	and gathering topic	and gathering topic	topic vocabulary.	topic vocabulary.	and gathering topic	topic vocabulary.
	vocabulary.	vocabulary.			vocabulary.	
			<mark>Children will be able to</mark>	<mark>Use some of the senses</mark>		Children will be able to
	<mark>Use familiar story</mark>	Children can read and	sequence their writing	<mark>to describe a setting.</mark>	<mark>Children will select</mark>	sequence their writing.
	<mark>structures to retell an</mark>	follow steps in order.	so it takes the reader on		vocabulary to help	
	<mark>adventure story.</mark>		<mark>a journey.</mark>	<mark>Children will select</mark>	paint a picture in the	Children will select
		Children will be able		vocabulary to help paint	<mark>reader's mind.</mark>	vocabulary to help paint
	<mark>Children will be able to</mark>	to plan and write steps	Children will select	a picture in the reader's		a picture in the reader's
	sequence their writing	<mark>in order.</mark>	vocabulary to help paint	<mark>mind.</mark>	Children will select	<mark>mind.</mark>
	so it takes the reader		a picture in the reader's		vocabulary to describe	
	<mark>on a journey.</mark>	Select tier 2/3	mind, describing the	Use familiar story	the character's	Children will select
		language to inform the	character's experiences	structures to retell a	<mark>appearance.</mark>	vocabulary to help paint
	Children understand	<mark>reader.</mark>	and emotions.	familiar adventure		a picture in the reader's
	that some pieces of	Line Constitution and a second	the second state of the	<mark>story.</mark>	Children will select	mind, describing their
	writing do not need a	Use familiar story	Use a variety of	Children will be able to	vocabulary to help	own experiences and
	<mark>set sequence.</mark>	structures to retell a	sentence types to		paint a picture in the	emotions.
	Calastation 2 (2	familiar adventure	create a coherent	sequence their writing	reader's mind,	Duthe and of the
	Select tier 2/3	<mark>story.</mark>	<mark>narrative.</mark>	so it takes the reader on	describing the	By the end of the Summer term, we
	language to inform the reader.	Children will be able		<mark>a journey.</mark>	character's	would expect them to
	reduer.	to sequence their		By the end of the Spring	experiences and	be secure in these skills.
		writing so it takes the		term, we would expect	emotions.	be secure in these skills.
		reader on a journey.		them to be developing	Children know that a	
		reduer on a journey.		in these skills.	letter needs an	
				III UIESE SKIIS.	address.	

		Select vocabulary to help paint a picture in the reader's mind. This can include senses. By the end of the Autumn term, we would expect them to be emerging in these skills.				
Skills phase	Identify and use adjectives. Write expanded noun phrases (2 adjectives + a noun separated by a comma). Identify and use co- ordinating conjunctions to link two sentences. Understand and use capital letters for proper nouns. Look at verbs forms for present tense.	Choose appropriate adjectives and verbs. Use time adverbials to sequence a set of instructions. Identify verbs. Look at verbs forms for past tense. Use time adverbials to sequence events (recap starter). Introduce subordinate conjunctions which join a main clause (sentence) and	Use first person. Use verbs forms for past tense. Use time adverbials to sequence a diary. Understand and use capital letters for proper nouns. Introduce and begin to use conjunctions because, if, when. Show a sentence is an exclamation sentence by punctuating with !	Write expanded noun phrases (2 adjectives + a noun separated by a comma). Use apostrophes for possession. Use both co-ordinating and subordinating conjunctions. Cannot find current planning. Apostrophes for contraction. By the end of the Spring	Use verbs forms for present tense. Use expanded noun phrases to describe and specify. Use both co-ordinating and subordinating conjunctions. Use commas in a list. Use verbs forms for present tense. Show a sentence is a question by punctuating with ?	Look at verbs forms for past tense. Use time adverbials to sequence events (recap starter). Use subordinate conjunctions which join a main clause (sentence) and subordinate clause (when). Use commas in a list. Show a sentence is an exclamation sentence by punctuating with !
	Identify and use co- ordinating conjunctions to link two sentences.	subordinate clause (when). Use commas in a list.	Understand the 4 sentences types (statement, question, command and exclamation).	term, we would expect them to be developing in these skills.	Use expanded noun phrases to describe and specify.	By the end of the Summer term, we would expect them to be secure in these skills.

	Show a sentence is a question by punctuating with ?	Show a sentence is an exclamation sentence by punctuating with ! By the end of the Autumn term, we would expect them to be emerging in these skills.	Use subordinating conjunctions (because/ when). Write expanded noun phrases (2 adjectives + a noun).	an	se both co-ordinating nd subordinating njunctions.		
Editing	Children will begin to become editors by reading their work aloud, with the teacher or other children and checking for missing capital letters, full stops and incorrect verb tenses. By the end of year 2, some children will be able to offer vocabulary changes to enhance their work.						
Spelling	Low Ash spelling scheme At Low Ash we know that learning to spell is an essential skill, and in order for children to become successful writers they need to spell accurately. Within school, children will learn the rules and conventions of the spellings, alongside systems and strategies needed to become confident spellers. In Reception, Year 1 and Year 2 the children have daily read, write, inc lessons where they learn phonemes and graphemes and high frequency words. In Years 2, 3, 4, 5 and 6 the children will also be taught spelling, which focuses on acquiring knowledge of spelling conventions patterns and rules.						
Poetry	'Remember' - tradition Remember, Remember The Fifth of November Gunpowder, Treason & Plot We see no Reason Why Gunpowder Treason Should ever be Forgot.	al rhyme	Fire by Shirley Hughes Fire by the second s		ne Owl and the Pussyca	t by Edward Lear	

