
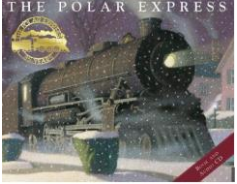

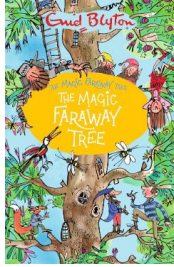
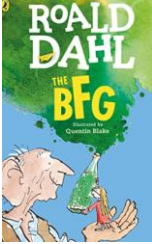

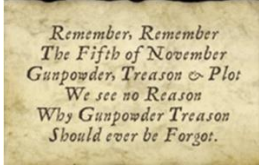

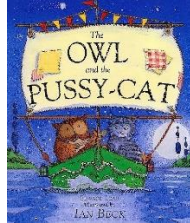


English Medium-Term Plan Year 2

Fiction focus Non-fiction focus Poetry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	<ol style="list-style-type: none"> <li>1. Writing to entertain</li> <li>2. Writing to inform</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to inform</li> <li>2. Writing to entertain</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to entertain</li> <li>2. Writing to entertain</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to entertain</li> <li>2. Writing to entertain</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to entertain</li> <li>2. Writing to persuade</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to inform</li> </ol>
Core English Texts						
Short Burst Writing	Sentences produced during the skills phase should be purposeful and transferable into the writing phase.					
Final Outcomes (including poetry)	<ol style="list-style-type: none"> <li>1. Retelling from the point of view of a character using The snail and the whale by Julia Donaldson</li> <li>2. Fact file using knowledge from Meerkat Mail by Emily Garnett and trip to Tropical World</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction writing Fireworks</li> <li>2. Recount using Polar Express (visual literacy)</li> </ol>	<ol style="list-style-type: none"> <li>1. Diary entry using Toby and the Great Fire of London by Margaret Nash</li> <li>2. Retell using the Red Prince by Charlie Roscoe</li> </ol>	<ol style="list-style-type: none"> <li>1. Setting description using the Magic Faraway Tree by Enid Blyton</li> <li>2. Retell using the Magic Faraway Tree by Enid Blyton</li> </ol>	<ol style="list-style-type: none"> <li>1. Character description of the BFG using the BFG by Roald Dahl</li> <li>2. Letter from Sophie to the BFG using the BFG by Roald Dahl</li> </ol>	<ol style="list-style-type: none"> <li>1. Recount of a trip to Filey</li> </ol>

<p>Authorial Intent</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Use familiar story structures to retell an adventure story.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Children understand that some pieces of writing do not need a set sequence.</p> <p>Select tier 2/3 language to inform the reader.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Children can read and follow steps in order.</p> <p>Children will be able to plan and write steps in order.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Use familiar story structures to retell a familiar adventure story.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind, describing the character's experiences and emotions.</p> <p>Use a variety of sentence types to create a coherent narrative.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Use some of the senses to describe a setting.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind.</p> <p>Use familiar story structures to retell a familiar adventure story.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind.</p> <p>Children will select vocabulary to describe the character's appearance.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind, describing the character's experiences and emotions.</p> <p>Children know that a letter needs an address.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Children will be able to sequence their writing.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind, describing their own experiences and emotions.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p>
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Skills phase	<p>Identify and use adjectives.</p> <p>Write expanded noun phrases (2 adjectives + a noun separated by a comma).</p> <p>Identify and use co-ordinating conjunctions to link two sentences.</p> <p>Understand and use capital letters for proper nouns.</p> <p>Look at verbs forms for present tense.</p> <p>Identify and use co-ordinating conjunctions to link two sentences.</p>	<p>Choose appropriate adjectives and verbs.</p> <p>Use time adverbials to sequence a set of instructions.</p> <p>Identify verbs.</p> <p>Look at verbs forms for past tense.</p> <p>Use time adverbials to sequence events (recap starter).</p> <p>Introduce subordinate conjunctions which join a main clause (sentence) and subordinate clause (when).</p> <p>Use commas in a list.</p>	<p>Use first person.</p> <p>Use verbs forms for past tense.</p> <p>Use time adverbials to sequence a diary.</p> <p>Understand and use capital letters for proper nouns.</p> <p>Introduce and begin to use conjunctions because, if, when.</p> <p>Show a sentence is an exclamation sentence by punctuating with !</p> <p>Understand the 4 sentences types (statement, question, command and exclamation).</p>	<p>Write expanded noun phrases (2 adjectives + a noun separated by a comma).</p> <p>Use apostrophes for possession.</p> <p>Use both co-ordinating and subordinating conjunctions.</p> <hr/> <p>Cannot find current planning.</p> <p>Apostrophes for contraction.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>Use verbs forms for present tense.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use both co-ordinating and subordinating conjunctions.</p> <p>Use commas in a list.</p> <hr/> <p>Use verbs forms for present tense.</p> <p>Show a sentence is a question by punctuating with ?</p> <p>Use expanded noun phrases to describe and specify.</p>	<p>Look at verbs forms for past tense.</p> <p>Use time adverbials to sequence events (recap starter).</p> <p>Use subordinate conjunctions which join a main clause (sentence) and subordinate clause (when).</p> <p>Use commas in a list.</p> <p>Show a sentence is an exclamation sentence by punctuating with !</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p>

	<p>Show a sentence is a question by punctuating with ?</p>	<p>Show a sentence is an exclamation sentence by punctuating with !</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p>	<p>Use subordinating conjunctions (because/when).</p> <p>Write expanded noun phrases (2 adjectives + a noun).</p>		<p>Use both co-ordinating and subordinating conjunctions.</p>	
Editing	<p>Children will <b>begin to become editors</b> by reading their work aloud, with the teacher or other children and checking for <b>missing capital letters, full stops and incorrect verb tenses</b>.</p> <p>By the end of year 2, <b>some</b> children will be able to offer <b>vocabulary changes</b> to enhance their work.</p>					
Spelling	<p>Low Ash spelling scheme</p> <p>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.</p>					
Poetry	<p>'Remember'- traditional rhyme</p> 	<p>Fire by Shirley Hughes</p> 	<p>The Owl and the Pussycat by Edward Lear</p> 			

SMSC texts

**KS1**

Cultural diversity/BAME



Physical disabilities

Different types of families

Neurodiversity/Mental Health

