

Literacy Medium Term Planning

Year 2 (LA) MW

Autumn Term 2016 1

Talk for Writing	Text	Genre	Focus
Narrative	The three billy goats gruff	Defeating the monster tale	Character descriptions
Non-Fiction	Dear billy goats gruff	Discussion	Letter format

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area “puppet theatre” Add puppets, props and backdrops to facilitate storytelling a range of different traditional stories. Add book basket of traditional tales. Storybook language. Hero/villain-design a monster. Games box of storytelling games eg “What comes after?” Jigsaw puzzles and character games. Happy families etc. Character masks for three billy goats gruff and costumes. Small world farm and zoo play-different settings. Building bridges. Size and measure activities. Starters- building own bridges, Den making. Making puppets DT unit across the half term.</p>	<p>Retell story. Use expression. Draw story maps. Draw characters - give different personalities-use descriptive vocabulary. Draw settings-use descriptive vocabulary. Independent writing with spaces, full stops & capitals letters. Full sentences - what is a sentence? Write full sentences to answer questions about the text. Extend to compound/complex sentences. Describe the goats. Describe the troll. Describe the setting.</p>	<p>Setting and scenery-descriptive vocabulary. Character descriptions-appearance and personality. Vocabulary bank of characters, locations and movement words eg tiptoed. Opposites - to develop setting and character descriptions. Puppet theatre vocabulary eg booth stall canopy drape. Sewing vocabulary for making own puppets eg thread knot fabric etc. Bridge construction vocabulary eg frame joint stable strong etc Weather vocabulary. Cross curricular links- Barnaby Bear-Geography Ourselves-Science Puppets-DT</p>	<p>Innovate by addition -extending sentences to describe the character of the goats & troll. Extend innovation by changing characters to facilitate writing a wider range of descriptive sentences appropriate to opposing characters...</p> <p>Innovate discussion by changing to the other characters point of view.</p> <p>Ideas for invention Write own story with new characters focusing on addition of character description. Extend HA children by working through the process of changing the ending if the character personality changes eg a kind troll might not jump out, or the big goat might offer to build a new bridge etc.</p>

Planning will be differentiated by group for weekly planning to take into account ongoing assessment. Individual needs are supported and planned for within groups as appropriate.

<u>Week</u> Home books	<u>Speaking & Listening</u> Convey simple information – speaking audibly and making eye-contact.	<u>Talk for writing</u> To start in week 3. Week 1-2 writing tasks to set targets/expectations.	<u>Sentence & Word level</u> SPaG lesson x 1per week	<u>Phonics</u> <u>Letters & sounds</u>	<u>Outcome/ audience</u>
1 1st-2nd Sept. (2 days)	Join in with refrains from traditional stories. Say them with increasing independence clearly speaking each word in the refrain. Answer observational questions from the stories with relevant answers using full sentences. Make eye-contact and speak loudly and clearly for the audience to hear.	Sharing stories, naming and matching characters, identifying and describing heroes and villains-pairs. Each group draw a group story map for a different traditional tale. Writing story starters eg Once upon a time- a long long time ago... and endings... so they all lived happily ever after-teach correct spellings.	Say, match and write the alphabet-lower case.	Read and spell phase 2 and 3 tricky and cvc words- check year 1 common exception words. <i>Assessment-adjust planning as needed.</i>	Share story maps amongst groups. Keep and make into a book/display in story corner.
2 <i>Red</i> 5th-9th Sept.	Join in with traditional stories saying repeated refrains eg Fe fi fo fum etc. Role-play as characters. Speaking in whole sentences to answer questions related to stories, eg what is the story about? Why are the three bears cross with Goldilocks? Drama-"Cinderella"-Ourselves theme . Let's make a story Autumn 97.	Draw basic features of traditional tales such as character and props/buildings (assessment). Compose and write simple sentences to answer questions about the stories, with increasing independence, (understanding the difference between speech and writing) consolidating skills learnt in year one, eg Goldilocks went into the house because she was nosy. Assessment for planning specific targets for Talk for writing- week 3 onward.	Match capital letters to lower case. Continue to practise alphabetical order. Use capital letters for names-write names of children in groups and adults in class. <i>GR-see differentiated weekly planning, also... punctuation-find capital letters/full stops in texts, Do children understand where this begins a sentence?</i>	Revise ph. 3 set 9 ai ee igh oa oo Revise ph. 3 set 9 ai ee igh oa oo Revise ph. 3 set 6 j v w x Revise ph. 2 sets... 1-s a t p 2-i n m d 3-g o c k Can children read and write captions independently?	Make "storyboards" of features eg hero characters, villain characters, story starters etc to display in story corner.
3 <i>Yellow</i> 12th-16th Sept	Retell the story daily until children are confident. Whole class and groups. Activities for immersion in the story-story telling with puppets, props and backdrops, building bridges and homes. Small world farm and zoo play to develop understanding of the context and vocabulary. Continue to speak in full sentences to answer questions, and use key vocabulary correctly.	Imitation Model drawing story map. Children then draw own maps. Record story telling on video. In small groups act out the story for others to watch. Explore characters through drama reinforcing the first next and finally sequence. Understand who or what is a "monster" in a defeating the monster tale. Suggest and list other "villain" characters. Design own villain. Write descriptive sentences/ wanted posters. Sequence story by writing sentence for each part further developing the description. HA group could write the full story.	Subject- a sentence needs a subject, this will be the noun or the pronoun. Identify nouns – common nouns as the names of everyday things, and proper nouns as the names of people and places. <i>GR-see differentiated weekly planning, also... find and highlight the noun in a sentence.</i>	Revise ph. 3 set 10 ar or ur Revise ph. 3 set 10 ar or ur Revise ph. 3 set 7 y z zz qu Revise ph. 2 set 4 ck e u r	Design "wanted" posters for villains/trolls. Display with sentences on role play area.

<p>4 <i>Green</i></p> <p>19th-23rd Sept</p>	<p>Story circles- as groups to provide security then moving onto within each group- continue to tell story without relying on adult support, children need to become confident with in between parts of story-not just the repeated parts. Begin to tell story with added innovations if confident with order.</p> <p>Drama-“Wolf” - Ourselves theme. Let’s make a story Autumn 97</p>	<p>Innovation adding descriptive sentences to the characters within the original story. Model with the goats first then children write goat sentences then children make suggestions for different hero characters within the story. Build a vocabulary bank of words to describe the hero characters. Use word bank to compose a descriptive sentence about the first character. Model how to make different suggestions and then select the best one to fit the story. Add to the correct place on the story map with post its. Children then follow process for other characters, finally writing the full three sentences.</p>	<p>Proper nouns have capital letters, practise sets of days of the week and months as appropriate.</p> <p><i>GR-see differentiated weekly planning, also... finding capital letters in sentences, differentiate between the start of a sentence and a proper noun eg a name.</i></p>	<p>Revise ph. 3 set 10 ow oi</p> <p>Revise ph. 3 set 10 ow oi</p> <p>Revise ph. 3 set 8 sh ch</p> <p>Revise ph. 2 set 5 h b f l</p>	<p><i>Make a feelings photo board for the story corner- using children modelling action eg grumpy with facial expressions and appropriate body language etc.</i></p>
<p>5 <i>Blue</i></p> <p>26th-30th Sept.</p>	<p>Story circles continued-develop confidence to be speaking and telling the story with increasing independence for full sentences and the in between parts of narrative. Build up to story pairs for HA group. Innovate parts of the story orally using prop box/story boards eg ... and out jumped a (choose from box) eg dragon who roared whilst breathing out enormous red boiling hot fire!</p>	<p>Invention Model changing goats to other characters to facilitate invention within the story, (write descriptive sentences for those into the original story, the basic story structure will not change). What other characters can we choose? Needs to be something to “fit” ie goldfish can’t really go over the bridge, would crocodiles want to eat grass, should it be human characters eg wizards? Sort selection of choices into appropriate/inappropriate options. Children then make choice and compose/write a word bank, onto writing sentences. Children then draw story maps ready to write own stories. Practice saying stories to each other aloud. Tell with puppets and role play. Edit and add further description or improvements. HA-extend to write whole story.</p>	<p>Identifying pronouns as words to replace the nouns so we don’t need to keep repeating them. Find and list 12 personal pronouns for people-I he she we me they you us it him her them...</p> <p>And three personal pronouns for things- it they them.</p> <p><i>GR-see differentiated weekly planning, also... pronouns - do any pronouns start a sentence? Search and find examples in the text.</i></p>	<p>Revise ph. 3 set 11 ear air</p> <p>Revise ph. 3 set 10 ow oi</p> <p>Revise ph. 3 set 8 th ng</p> <p>Revise ph. 2 set 5 ff ll ss</p>	<p><i>Write adjectives to build a bank to display in the story corner.</i></p>

<p>6 3rd-7th Oct.</p>	<p>Assessment- Retell discussion text daily, whole class and groups to become confident. Say whole sentences to answer why questions with ...because... said correctly. Take turns in conversation listening to others and responding appropriately. Give ideas and opinions in group discussion - adult led as necessary, encouraging children to ask and respond to each other. Speaking and listening activities to explore fact and opinion.</p> <p>Drama-" Giant"-Our world theme . Let's make a story Autumn 96</p>	<p>Imitation Starter day- troll will not let children go into classroom, letter attached to blocked off door/ramp. Children sit outside to discuss their options - adult led if necessary to <i>decide to make troll a new home</i>- follow on with den making in groups. How can we make each "home" nice for him, what does a troll need? Make suggestions- children mind map in groups (adult scribe as needed). Children then make dens. Follow on later to enable children to work out that they have to let him know they have built him a new home - how could they do that? Continue throughout the week to explore the format and purpose of letters (explain about points of view- fact and opinion). We need to learn how to write a letter-learn to retell text, model text map for letter, sort letter parts like a jigsaw puzzle. Children draw text map and focus on sections eg how to write the date, address of school, practise writing name/surname-explain what a signature is -have a go at own. Put into position on a "shared letter"</p>	<p>Is it a sentence- does it make sense. Jumbled word order and missing word activities-understanding a sentence needs an object and a happening (verb).</p> <p><i>GR-see differentiated weekly planning, also... NF text features/answering questions from the text.</i></p> <p>Learn correct spellings of key vocabulary to/dear/love/from/for/sorry etc.</p>	<p>Revise ph. 3 set 11 ure er</p> <p>Revise ph. 3 set 10 ow oi</p> <p>Revise ph. 3 sets 6, 7 & 8 Read and write simple sentences independently.</p> <p>Revise ph. 2 set 5 all h b f ff l ll ss</p>	<p>Name and dates written correctly. Features added to display board.</p>
<p>7 10th-14th Oct.</p>	<p>Continue to retell discussion text daily in groups, moving onto pairs as ready. Adapt to any new characters, use puppets and masks. Asking and answering questions, beginning with why but moving onto the full range of question words. Explore question cards in different contexts.</p>	<p>Innovation Ensure features practised last week are added to the modelled/shared letter. Focus on content - box up the main content (point of view) - three main points, what is each part saying? What do we want to say? Work together to compose and agree on an idea for each part- draw as a text map. Children work from text map to practise saying the sentences-use talking tins, focus on getting the speaking to be grammatically correct. Continue to work in groups on composition and differentiate for writing focus to ensure children have opportunity to write at least some parts of the letter independently to show phonic awareness and word/sentence structure as well. HA- aim to write whole letter.</p>	<p>Verbs-what is a verb? Explain as an action or a doing/happening word. Sort selections of words into nouns/verbs - can children say what the doing word is?</p> <p><i>GR-see differentiated weekly planning, also... NF text features/answering questions from the text.</i></p>	<p>Revise ph. 4</p> <p>Revise ph. 3 set 10 ow oi</p> <p>Common exception words spelling - from year one-phase 2/3 words.</p> <p>Common exception words spelling- from year one-phase 2 words.</p>	<p>Display letters with postbox. Add envelopes and stamps. Walk to post box to post letters. (Who is on a stamp? Find out about the Queen).</p>
<p>8 Assessment 17th-21st Oct</p>	<p>Assessment week Writing assessment books.</p> <p>Drama-"The last wolf"-our world theme. Let's make a story Autumn 96</p>	<p>Independent writing- children to write a story- recap characters as heroes and villains.</p>	<p>Assessment, review targets and plan for next half term.</p>	<p>Assess phase 3 and 4 - plan to start phase 5 after half term.</p> <p>Assess phase 3 up to set 8. Plan for next half term.</p> <p>Assess phase 2. Plan for next half term.</p>	<p>Make class book to display children's stories - Our defeating the monster tales. Keep in story corner all year.</p>

Letters and sounds/phonics targets

Phonics group A – Revision of phase 3 set 9-11, and phase 4

Expected starting level based on Y1 assessment/transition information from previous teachers - most children in this group have completed phase 3 and 4 but their final assessments show random gaps in some of the longer vowels reading knowledge. Also in writing assessment these children are confident to write and use the basic alphabet knowledge to segment, for individual words and within captions and sentences, but they are not yet using any of phase 3 in their independent writing. In reading they are reading from Blue band to Green band and their sight vocabulary knowledge is from 174 to 229, so they are recognising many of phase 3 in context, but again this is inconsistent with random gaps. The only phonemes they all seemed to be unsure of were air ear ure.

Sight vocabulary/spelling - although all children in this group can read beyond phase 3 words - they are not using them in writing - focus on spelling and using spelling props. Continue to give phase 4/5+ words alongside individual reading books.

Writing Target - to use a phonetically plausible grapheme for every phoneme (up to the end of phase 3) consistently in all pieces of writing across the curriculum.

Handwriting-to write each letter with the correct formation, sitting them on lines with correct positioning (all of these children have used lined paper in year one).

Phonics group C – Revision of phase 3 from set 6

Expected starting level based on Y1 assessment/transition information from previous teachers - all children in this group have begun to learn phase 3 in Year One, some of them have been repeating and revising parts of it but their individual assessments showed quite a lot of inconsistencies and errors in reading and spelling. On transition day it was apparent that the children were not confident with the jolly phonics actions for each grapheme so even when prompted by an adult they were not able to use them in writing. They could quite confidently write a dictated sentence using simple alphabetical knowledge without looking for the grapheme and remember up to about four to six words at a time.. Their sight vocabulary knowledge ranges from 107 to 181 with most of them reading from Blue band with two on Yellow band.

Sight vocabulary/spelling Children can all spell vc (ph 2) or cvc (ph 2-single grapheme only) in isolation or a dictated caption. Focus on phase 2/3 common exception words spelling.

Target- to confidently compose and write a short sentence or caption in any context with punctuation.

Handwriting - to write each letter from recall with the correct orientation, sitting them on lines with correct positioning (all of these children have used lined paper in year one)

Phonics group B – Revision of phase 3 set 9-11 and phase 4

Expected starting level based on Y1 assessment/transition information from previous teachers - most of the children in this group have completed phase 3 and 4 but their final assessments show inconsistent knowledge in much of the longer vowels reading knowledge. They are very unsure of the jolly phonics actions and are not really using the prompts to find the graphemes even with adult support. Also in writing assessment these children are confident to write and use the basic alphabet knowledge to segment, for individual words and within captions and sentences, but they are not yet using any of phase 3 in any of their writing without adult prompting. In reading they are mostly reading from Blue band with two children on Orange (they are in a different GR group) and their sight vocabulary knowledge is from 141 to 238, so they are recognising many of phase 3 words in context, but again this is inconsistent with random gaps. The only phonemes they all seemed to be unsure of were air ear ure.

Sight vocabulary/spelling - although all children in this group can read beyond phase 3 words, they all had a few gaps - they are not using them in writing - focus on spelling and using spelling props. Continue to give phase 4/5+ words alongside individual reading books.

Writing Target - to use a phonetically plausible grapheme for every phoneme (up to the end of phase 3) consistently in all pieces of writing across the curriculum.

Handwriting-to write each letter with the correct formation, sitting them on lines with correct positioning (all of these children have used lined paper in year one).

Phonics group D – Revision of set 2 and 3 up to set 8. Consolidate blending and segmenting independently in captions and sentences.

Expected starting level based on Y1 assessment/transition information from previous teachers - all children in this group have learnt all phase 2 phonemes and phase 3 up to set 8. Three children in this group have started to learn some long vowels (set 9+). These three children are reading from Blue and Orange bands and their sight vocabulary knowledge is 146 to 181. (These children will be in higher GR groups). The other three children are reading Red and Yellow books and know between 41 to 98 words. However even though some of these children are quite familiar with the phonemes and graphemes they are not yet independent in writing beyond single words. They can all sound out cvc words and attempt a longer word with a beginning, middle and end sound but they rely heavily on adult support to compose and recall a caption or sentence for writing. Half of them will follow a dictation of about three to four words but not then use fully heard phonics, and the other half rely on adults to prompt each word. In phonics they need to build up independence and stamina.

Sight vocabulary/spelling -Children can all spell vc words and some of them are confident with cvc in isolation. They need to practice spelling all phase 2 common exception and decodable words and then move onto phase 3. Children also need to develop sight vocabulary recall skills through extra reading practice including sight and recall games, matching and remembering activities- eg Kim's game, pairs etc

Target - to use phonic knowledge independently in reading and writing short captions.

Handwriting-to write a recognisable shape from recall for each letter of the alphabet.

Guided reading targets

Expected starting groups and levels are based on Year One assessment and transition discussion with previous class practitioners, assessment is ongoing and groups will be changed and planning adjusted as necessary. One weekly focus is drawn from Talk for writing/SPaG planning and other targets are set from planning sheets and individual target cards.

Individuals have been identified to receive ARP support from Jane Chalmers as appropriate throughout the year. Some children have started this program of support in Year One.

A Lions –	B Tigers	C Elephants	D Giraffes
<p>Three children on Orange (Exp 1), one on green and three on Blue (Emg 1), sight vocabulary is from 174 to 238 words.</p> <p>Target - to all be on Orange and securely achieving Expected level 1 by half term, with evidence building of Exceeding 1 for the higher readers.</p> <p>To read different lengths and types of sentences independently using a range of different cues ...</p> <p>phonic (sounds), graphic (small words, parts of words), contextual (does it make sense within the story/pictures etc), syntactic (does it sound right, order of the words within the sentence?).</p> <p>To know all common exception words for Year One.</p>	<p>Five children on Blue and one on Green band (all Emg 1), sight vocabulary is from 150 to 203 words.</p> <p>Target-to all be on Green book band and achieving some Expected 1 targets by half term.</p> <p>To read different lengths and types of sentences independently using a range of different cues ...</p> <p>phonic (sounds), graphic (small words, parts of words), contextual (does it make sense within the story/pictures etc), syntactic (does it sound right, order of the words within the sentence?).</p> <p>To know all common exception words for Year One.</p>	<p>All seven children on Blue band 1, (Emg 1), sight vocabulary is from 134 to 181 words.</p> <p>Target- to all be securely reading from Blue 2 and beginning to move onto Green band by half term.</p> <p>To read in sentences/ phrases rather than single words, attempt to read any simple sentences independently using phonic knowledge and sight vocabulary, recognise all phase 2 common exception and decodable words and phase 3 decodable including single letter sounds up to set 8.</p>	<p>Five children are on Yellow band (only one on Y2- just started end of June, the other four just started Y1 in last few weeks) and one on Red. Their sight vocabulary knowledge ranges from 41 to 149. Two of them have achieved Emg 1, three have achieved ELG and one is working at 40-60m+.</p> <p>Target-Five to be confidently reading from Y2 and one from Red 2 by half term, showing consistent Emg 1 evidence.</p> <p>To be recognising all sight vocabulary from phase 2 and early 3 consistently and quickly both in isolation and simple sentences, in a variety of different contexts.</p> <p>To attempt to read short simple sentences with familiar vocabulary independently without relying on adult support.</p> <p>EAL children – Marta (red 41) and Kryspin (yellow 66)- daily reading.</p>

Writing targets

Expected starting groups and levels are based on Year One assessment and transition discussion with previous class practitioners, assessment is ongoing and groups will be changed and planning adjusted as necessary. Writing is planned from Talk for writing stories for Y2 from the objectives for Year One. SPaG work is planned within Talk for writing and discretely.

Red-writing target – Exp 1.	Yellow-writing target Exp 1 (two Emg 1)	Green-writing target Exp 1 (two Emg 1)	Blue-writing target Emg 1 (one Exp 1)
<p>Revision of Emg 1/begin to gather some evidence of Exp 1 by half term.</p> <p>To write in grammatically correct simple sentences across the curriculum.</p> <p>To use a full stop and capital letter correctly for most of their writing.</p> <p>Compose own full sentences in a variety of contexts.</p> <p>To understand within a sentence which word is the noun, pronoun or verb.</p> <p>To write using the correct tense for verbs.</p>	<p>Revision of Emg 1/begin to gather some evidence of Exp 1 by half term.</p> <p>To write in grammatically correct simple sentences across the curriculum.</p> <p>To use a full stop and capital letter correctly for most of their writing.</p> <p>Compose own full sentences in a variety of contexts.</p> <p>To understand within a sentence which word is the noun, pronoun or verb.</p> <p>To write using the correct tense for verbs.</p>	<p>Revision of Emg 1 to consolidate and secure.</p> <p>To compose, and write a caption or simple sentence independently re-reading own writing.</p> <p>To hear when a sentence sounds correct (grammatically).</p> <p>To understand a noun is a name and a verb is a doing/happening word.</p> <p>To speak in matching tenses.</p>	<p>Five just achieved ELG’s, one child</p> <p>To become a writer, understanding how to process, developing confidence to have a go without adult support.</p> <p>To compose and write own simple sentences, retaining words in own head to process.</p> <p>To write each cvc word independently hearing the beginning, middle and end sounds and using the correct graphemes within a sentence.</p> <p>To re-read own writing, understanding where it does not make sense, hearing grammatical errors.</p>

Class 9 MW – Year 2 (LA) Children’s levels at end of year one from Emg 1 to working within ELG. Planning from Y2 Talk for writing texts with Year 1 objectives.