

**Literacy Medium Term Planning****Year 2 (LA) MW****Autumn Term 2016 2**

<b>Talk for Writing</b>	<b>Text</b>	<b>Genre</b>	<b>Focus</b>
<b>Narrative</b>	<b>Greedy Fox</b>	A warning tale	Sentences & punctuation
<b>Non-Fiction</b>	<b>Mr Fox's diary/Our walk to the pond</b>	A recount	Past tense

<b>Immersion in the text</b>	<b>Working with the text</b>	<b>Vocabulary</b>	<b>Ideas for innovation</b>
<p>Role-play area "Foxy's night time campsite".</p> <p>Add pyjamas, slippers, toothbrushes &amp; torches. What will you see at night?</p> <p>Put up real tents/ shelters.</p> <p>Forest school type activities.</p> <p>Blindfolded partner walk.</p> <p>Visit butchers and bakers.</p> <p>Make candlesticks.</p> <p>Small world town play.</p> <p>Use dark tent/light box.</p> <p>Explore night/day differences.</p> <p>Read night/day stories.</p> <p>What is in the bag? Game. Use imagination.</p> <p>Small world animal sets-naming, sorting &amp; classifying.</p> <p>Texture basket, fur and feathers etc.</p> <p>Rhyme-Rub a dub dub</p> <p>Draw and paint foxes.</p> <p>Giant story map.</p>	<p>Tell story using expression.</p> <p>Story maps.</p> <p>Sequence story.</p> <p>Focus on writing sentences.</p> <p>What is a sentence? Continue to identify types of nouns.</p> <p>Whole simple sentences with capital letters and full stops.</p> <p>Beginning to join sentences particularly with and, or and but (co-ordinating conjunctions).</p> <p>Varying sentence structure with different starters.</p> <p>Different types of sentences- statement, order, question or exclamation.</p> <p>Identify contractions, plural s and es, prefix un and suffixes ed and er.</p> <p>Identifying further punctuation including question marks and exclamation marks.</p>	<p>Geographical- describing and comparing the countryside and the town.</p> <p>Vocabulary related to jobs of characters - butcher, baker and candlestick maker.</p> <p>"Warning" words.</p> <p>Animal names &amp; classifications/sets eg nocturnal animals, hibernating animals, farm animals, pond animals, British wildlife animals.</p> <p>Scientific vocabulary of day and night time- eg diurnal/nocturnal.</p> <p>Night/day comparisons.</p> <p>Opposites.</p> <p>Camping vocabulary.</p>	<p>Fiction -</p> <p>Add another "character" to the sequence.</p> <p>Change warning words.</p> <p>Non-Fiction - change the recount to write about a different experience eg visit to the pond.</p>
			<b>Ideas for invention</b>
			<p>Write own warning tale- choosing new characters and warning etc.</p> <p>Invent a recount - write as the fox - what did he do on that day?</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.

<b>Week</b> Home books	<b>Speaking &amp; Listening</b> Convey simple information – speaking audibly and making eye-contact.	<b>Talk for writing</b>	<b>Spelling, punctuation and grammar (SPaG)</b>	<b>Phonics</b> Letters & sounds	<b>Outcome/ audience</b>
<b>Red</b> 9 31 <sup>st</sup> Oct - 4 <sup>th</sup> Nov.	Learn to retell the story practising daily until confident. Support LA groups with adult prompts. Use appropriate intonation and expression to enhance meaning. Identify and say key phrases from the story. Answer how and why questions to show understanding. Use word because correctly in explanations and answers. Develop and use appropriate vocabulary throughout immersion activities and cross-curricular activities. Speak in whole sentences. Say the word "because" correctly.	<b>Imitation</b> Bake cakes. Make clay candlestick holders. Small world play-town and country including farm animals and naming sources of meat. Explore the role-play area. Dressing up and acting out the story. Draw and paint features to add to setting. Draw the story map. Re-tell story.  Cross curricular- choosing and drawing a view, people who help us (jobs).	Compose and write a simple full sentence to answer questions eg What colour is Greedy Mr Fox? Where does he go first? Add capital letters and full stops with increasing independence. Identify plurals, s and es.  Guided Reading- continue to work from individual targets. Also... identify plurals in text.	<b>Start phase 5.</b> ay ou ie ea  <b>Start phase 5.</b> ay ou ie ea  <b>Revise phase 3 so far-</b> j v w x y z zz qu ch sh th ng  <b>Continue phase 3 -</b> teach sh and ch.	Video record retelling of story. Add extra story features to the backdrop of the role-play area. Know all words on the STC vocabulary word mats.
<b>Yellow</b> 10 7 <sup>th</sup> -11 <sup>th</sup> Nov.	Story circles- continue to tell story with less adult support. Tell story with innovations as they are created. Become confident with knowing the sequence of the story eg tell only the middle. Continue to develop use and understanding of vocabulary throughout answering questions and discussions both in literacy and cross curricular activities. Speak in whole sentences. Say the word "because" correctly.	<b>Innovation</b> List ideas for addition of a new character, sticking with the theme- people who help us. Box up the story into a warning tale story frame- opening, main characters, problem and resolution. Innovate the story by adding in a new character. Complete boxing up frame for new character. Work together to compose and model writing complete sentences. Write new addition independently to add into original story.	What is a sentence? Identify the four types - focus on statements. Read examples - does it state something? Can children still identify the noun? Identify if it is a sentence or not. Begin to add capital letters and full stops to statements using the context of the story. Identify prefixes - un. Find in story eg unfortunately. Generate other un-words. Use term prefix. Guided reading-comprehension.	<b>Continue phase 5.</b> oy ir ue aw  <b>Continue phase 5.</b> oy ir ue aw  <b>Revise phase 3 so far-</b> j v w x y z zz qu ch sh th ng  <b>Continue phase 3 -</b> teach th and ng	Complete character and setting boards for story corner. Add more pictures to the story bags. Talk about own ideas with confidence.
<b>Green</b> 11 <b>Display week</b> 14 <sup>th</sup> -18 <sup>th</sup>	Story circles continued- each group to practise telling a part of the non-fiction text, innovating with new ideas created by individuals or groups. Ensure the children are using the basic story language for their new characters/ideas etc.  Continue to develop use and understanding of vocabulary throughout answering questions and discussions both in literacy and cross curricular activities. Speak in whole sentences. Say the word "because" correctly.	<b>Imitation</b> Starter day activity - Visit to the pond. Draw winter trees, make clay animals. Retell text-Mr Fox's diary. Explore text types - what is a recount? A recount is a retelling of event- it could be real or imaginary. It could be a diary, newspaper report or letter. It must be in the first person - I. It must be in past tense- did,went. It starts with a title. It answers questions when, who, where, what and why-? It sequences events in order-first etc. It uses time connectives-one morning. It ends with a personal opinion-eg feelings. It should use powerful verbs. Explore the different features. Vocabulary of first, next, after that, finally. Draw the text map.	Write simple sentences to answer questions about text features, in shared session eg What is a recount? Compose answer together and then write independently. Identify suffixes-ed, ing, est and er. Find example from the story eg knock and knocked. Generate other words with ed and er (no change in root word). Use term suffix. GR -prefixes & suffixes.	<b>Continue phase 5.</b> wh ph  <b>Continue phase 5.</b> wh ph  <b>Continue to introduce phase 3</b> ai ee  <b>Continue phase 3 -</b> revise sh ch th ng and teach common exception words.	Make a class book of own warning tales to add to the story corner. Each group contribute to the construction of the book.

<p><b>Blue</b></p> <p><b>12</b></p> <p><b>21<sup>st</sup>-25<sup>th</sup></b></p> <p><b>Nov</b></p>	<p>Retell recount text- Our visit to the pond, first as a whole class and then in small groups to become more confident.</p> <p>Identify sequence of "first, next, after that and finally" to sequence and recount personal events.</p> <p>Talk confidently about own experiences, beginning to use the temporal vocabulary, speaking in the first person and the past tense.</p> <p>Continue to answer a range of questions throughout literacy and cross curricular activities, in particular why and how questions, using the word "because" correctly in speech.</p>	<p><b>Innovation</b> Adapt the recount text to "Our walk to the pond" creating a recount from children's own experience.</p> <p>Adult model using the frame to compose sentences and draw the text map of our walk.</p> <p>Adult then model writing the text from the map.</p> <p>Children follow each stage with increasing independence as appropriate.</p> <p>Write recounts independently-<b>writing assessment books</b>.</p>	<p>Read text adding full stops and capital letters correctly to identify and demarcate sentences correctly.</p> <p>Identify contractions. Use the recount to introduce.</p> <p>Understand what a contraction is and what is missing when one is used. Identify and practice using apostrophes, including with common exception words.</p> <p>Guided Reading- contractions.</p>	<p>Continue phase 5. ew oe au ey</p> <p>Continue phase 5. ew oe au ey</p> <p>Continue to introduce phase 3 igh oa</p> <p>Continue phase 3 - revise sh ch th ng and teach common exception words. Use in writing and reading captions independently.</p>	<p>Video record the retelling of the text.</p> <p>Make own diary or newspaper report for the text.</p>
<p><b>13</b></p> <p><b>Assessment week</b></p> <p><b>28<sup>th</sup>- 2<sup>nd</sup></b></p> <p><b>Dec.</b></p>	<p>Continue to retell recount practising with new innovations to enable children to become confident with text ready for recording/writing. Encourage children to recall independently supporting LA children with text map to follow sequence.</p> <p>Use appropriate expression and intonation.</p> <p>Continue to answer a range of questions throughout literacy and cross curricular activities, in particular why and how questions, using the word "because" correctly in speech.</p>	<p><b>Writing assessment books.</b></p> <p>Write a warning tale or a recount independently. Assess and plan for next half term. Set new targets.</p>	<p>SPaG assessment - contractions, plurals, suffixes and prefixes.</p> <p>Revise and set targets for next half term.</p> <p>Phonic assessments and word checks.</p> <p>Assess handwriting and spelling of common exception words to plan for next half term.</p>	<p>Continue phase 5. Split digraphs a-e, e-e, i-e, o-e, u-e.</p> <p>Continue phase 5. Split digraphs a-e, e-e, i-e, o-e, u-e.</p> <p>Continue to introduce phase 3 oo. Revise first 5 digraphs.</p> <p>Revise names of letters of the alphabet, and alphabetical order.</p>	<p>Video record children in role as Mr Fox telling the recount text.</p> <p>Write own recounts.</p>
<p><b>14/15</b></p> <p><b>Christmas weeks</b></p> <p><b>5<sup>th</sup>-16<sup>th</sup></b></p> <p><b>Dec.</b></p>	<p><b>Christmas Nativity and activity weeks</b></p> <p>Talk about own experiences of Christmas.</p> <p>Listening activities and answering range of questions to show understanding.</p> <p>Speak in full sentences.</p>	<p><b>Writing assessment-Finish recounts</b></p> <p><b>The Jolly Christmas postman.</b></p> <p>Read story, sharing and discussing letters.</p> <p>Shared write letters to Father Christmas from the characters in the book.</p> <p>Write own letters to Father Christmas.</p>	<p>Christmas vocabulary and word activities.</p>	<p>Continue phase 5. Split digraphs a-e, e-e, i-e, o-e, u-e.</p> <p>Continue phase 5. Split digraphs a-e, e-e, i-e, o-e, u-e.</p> <p>Revise first 5 digraphs.</p> <p>Plan revision following assessments.</p>	<p>Letters to Father Christmas (keep copies and send home originals).</p>

## Phonics planning/targets- Autumn term B

### Phonics group 1 –SW

*Yellow group and Red group same starting place but pace and progress may differentiate. SW and EF to inform and share planning as appropriate.*

Children are now quite confident reading phase 3 and 4 and some of phase 5 phonemes and tricky words in isolation. When working on a grapheme in phonics lessons they are consistent in their use. They are beginning to be able to read them quite consistently in different contexts across different genres. However this is not transferring to any other writing as yet, even immediately afterwards in other Literacy work, so they will need to spend a great deal of time embedding this use in their writing.

They need an increased focus on spelling tricky words- perhaps starting to look at them in families eg could would should - what was want etc to help them learn and be able to recall instantly in writing.

Begin to learn phase 5 phonemes- different graphemes to represent the phonemes. Learn up to four a week continuing to revise throughout the half term.

Ensure action and alphabet cards are used to prompt. Once taught in phonics ensure used correctly in other writing. Aim to cover up to split digraphs by Christmas.

**Target - to use a phonetically plausible grapheme for every phoneme consistently in all pieces of writing across the curriculum.**

Handwriting - To write each letter with the correct orientation, size and position on the lines. To write capital letters also with the correct orientation, size and position. To write with the same standard in words and sentences.

### Phonics group 3 – GN

Children know phonemes from phase 2 and early ph. 3 (the alphabet) securely in phonics and are now using this knowledge quite consistently again in reading and writing a given short caption or very simple sentence quite independently. They are not yet independent writers as they can struggle to compose own ideas into sentences, but with composition support they can use phonic knowledge independently. They still need a great deal of work on learning correct spellings of common exception words (year one). They had begun to learn to read some phase 3 phonemes by the end of year 1 but were not retaining any of this in September nor showing any independence in blending and segmenting. They are now ready to begin to move on again within phase 3 to learn the digraphs from ai onwards, whilst continuing to revise and apply their skills and knowledge in reading and writing sentences/captions independently.

Individually some of this group can read beyond phase 3 and are recognising some clusters and other graphemes by sight-continue with individual words in home reading folders.

Occasionally extend within lessons reading from phase 4 or 5 word mats for practise.

**Target- to confidently write a short sentence or caption in any context using phonetic knowledge with taught phase 3 long vowels appearing.**

Handwriting - to write each letter from recall with the correct orientation, sitting on the lines.

### Phonics group 2 – EF

*Yellow group and Red group same starting place but pace and progress may differentiate. EF to adjust planning as needed to give children more time/experience to embed knowledge.*

Children are now quite confident reading phase 3 and 4 and some of phase 5 phonemes and tricky words in isolation. When working on a grapheme in phonics lessons they are consistent in their use. They are beginning to be able to read them quite consistently in different contexts across different genres. However this is not transferring to any other writing as yet, even immediately afterwards in other Literacy work, so they will need to spend a great deal of time embedding this use in their writing.

They need an increased focus on spelling tricky words- perhaps starting to look at them in families eg could would should - what was want etc to help them learn and be able to recall instantly in writing.

Begin to learn phase 5 phonemes- different graphemes to represent the phonemes. Learn up to four a week continuing to revise throughout the half term.

Ensure action and alphabet cards are used to prompt. Once taught in phonics ensure used correctly in other writing. Aim to cover up to split digraphs by Christmas.

**Target - to use a phonetically plausible grapheme for every phoneme consistently in all pieces of writing across the curriculum.**

Handwriting - To write each letter with the correct orientation, size and position on the lines. To write capital letters also with the correct orientation, size and position. To write with the same standard in words and sentences.

### Phonics group 4 – LT

Children are once again quite confidently recognising all the letters of the alphabet phonetically. They are able to blend to read a cvc word independently and are recognising the common exception words from phase 2. They can segment a cvc word accurately when working on one word at a time or alongside an adult prompting word order in captions or simple sentences- beyond three words is not yet successful.

Continue to work on blending and segmenting words with increasing independence in short captions/sentences whilst moving on within phase 3 teaching sh ch th and ng. Increase focus on reading and spelling common exception words\* to help improve pace and fluency in reading. Work on names of letters to facilitate moving onto vowel digraphs. Aim by Christmas to be secure in names, alphabetical order and use of phonic knowledge in writing up to six words independently.

Sight vocabulary recall\* -children also need to continue to develop sight vocabulary skills by developing sight and recall games, matching and remembering activities-plan into phonics sessions alongside phonics eg Kim's game, pairs, lotto's etc - use real objects then pictorially then onto words.

**Target - to use phonic knowledge to write a cvc word independently, to read a cvc word independently. To begin to read and write a short caption or sentence without adult support to prompt for each word.**

Handwriting-to form all letters from the first family - long legged giraffe- with the correct orientation and positioning on the line.

## Guided reading targets- Autumn term B

One weekly focus is drawn from Talk for writing/SPaG planning and other targets are set from group planning sheets, planned weekly. Children are continuously assessed and groups adjusted to best meet their needs. Groups have been changed for this half term taking into account first half term assessments and needs of children.

**ARP Groups will continue until end of term when MW/JC will discuss progress following end of term assessments and plan for the Spring term. At present whole class attend ARP.**

### A Lions -SW Target Exc 1

Now all reading confidently at exp 1 - have all achieved some objectives from exc 1. Aim to achieve exc 1 with some emg 2 objectives by Christmas. Aim to have all children in group reading at at least Purple with some on Gold book band. Aim to have all common exception words for year one and many of year two completed - new assessments.

Ensure SPaG objectives eg contractions and suffixes are covered regularly.

Every week now the children need to complete a comprehension activity. They also need a more regular focus on reading with expression, comparing books including authors and themes. Also expressing own opinions.

**Target- Exc 1. To read and discuss an exceeding 1/emerging 2 - Purple book independently with confidence.**

**To discuss the book making comparison to other stories or authors they have read.**

**To be aware of different cues they could use to help them in reading ...**

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?).

### B Tigers-EF Target Exp 1

Following re-grouping this is mostly a new group. They have achieved emg 1 and are now working to achieve expected 1. Some of the group have some objectives achieved but not as many as Lions group so they may not achieve expected 1 by Christmas but should be well on their way. They have needed quite a lot of work on sight vocabulary and on independence and motivation/engagement. This is ongoing but most of the group have now started to apply skills more consistently and to engage with their reading. As their sight vocabulary has increased so has their pace and fluency.

Aim to all be reading securely from Purple with some children moving onto Turquoise band.

Ensure SPaG objectives eg contractions and suffixes are covered regularly.

Continue to cover comprehension objectives weekly- evidence is less full for this area.

Move on from relying so heavily on phonic cues to reading more with contextual awareness.

**Target-Exp 1. To catch their book band levels up to their sight vocabulary level.**

**To sustain independence, pace and fluency in reading.**

**To show understanding of what is read.**

**To read using context, beginning to show some awareness of syntactic and graphic cues.**

### C Elephants-GN Target Exp/Emg1

Group of five to meet individual needs.

Three reading from Blue band, one from green and one from orange. This group rely quite heavily on adult support for different reasons. One child needs quite a lot of 1-1 support due to a speech impairment. Two children need quite a lot of adult attention to draw them into the activity as they are very passive and appear disengaged, and the other two are the opposite and need quite a lot of support to focus them on the text. All children know about 130-180 words by sight but yet have struggled to progress onto reading whole sentences whilst maintaining any word recognition or comprehension of a whole sentence. They have needed quite a lot of work on sight vocabulary and on independence. As their sight vocabulary has increased their reading a sentence rather than just single words has improved but they are not yet independent enough for expected year one standard.

Aim to have them independently reading Orange band by Christmas.

**Target-Exp/Emg 1. To make a good attempt at reading from orange book band with independence.**

**To use phonetic cues independently.**

**To recognise sight vocabulary to phase 3.**

**To answer questions to show**

**recall/comprehension of the information read.**

**To discuss reading expressing own ideas and opinions.**

### D Giraffes -LT Target Emg 1

Group of four to meet individual needs.

Two EAL children need extra support for vocabulary discussion and explanation. One new girl at much lower level and one child with attendance/engagement concerns who is not progressing as quickly as others. Aim to have all children reading securely from Blue 2 and ready to or just moving onto Green band by Christmas.

Aim to be reading sentences rather than word to word.

Alternate fiction and non-fiction weeks to ensure coverage for comprehension.

**Target- Emg 1 To be reading Blue 2 ready for or just moved onto green books.**

**To attempt reading independently.**

**To be recognising sight vocabulary from phase 2 (new lists) consistently in different contexts.**

**To read a short sentence with familiar vocabulary accurately with some pace.**

### Writing targets-Autumn term B

**Assessment is ongoing and groups will be changed and planning adjusted as necessary. Writing is planned from Talk for writing Year 2 texts with Year One objectives.**

Red-writing target Exp 1	Yellow-writing target Still at Emg 1 but with most Exp 1 targets met.	Green-writing target Emg 1	Blue-writing target possibly still at ELG but with most Emg 1 targets met.
<p>Most of this group have met many of the expected 1 objectives but they are all missing certain objectives which have been planned into Autumn term B eg plurals, prefixes and suffixes, contractions and some grammar.</p> <p>To write in grammatically correct simple sentences across the curriculum.</p> <p>To begin to join sentences using and, but or and because.</p> <p>To use a full stop and capital letter correctly for most of their writing.</p> <p>To begin to use other forms of punctuation as and when appropriate.</p> <p>Compose own full sentences in a variety of contexts.</p> <p>To begin to use more variety in sentence starters.</p> <p>To understand within a sentence which word is the noun, pronoun or proper noun.</p> <p>To write a sentence using the correct tense for verbs.</p> <p>To write prefixes and suffixes, contractions and plurals as taught so far</p>	<p>Most of this group have begun to meet some of the expected 1 objectives but they are not yet secure in them and require more evidence of independent use. As with red group they are all missing certain objectives which have been planned into Autumn term B eg plurals, prefixes and suffixes, contractions and some grammar.</p> <p>To write in grammatically correct simple sentences across the curriculum.</p> <p>To begin to join sentences using and, but or and because.</p> <p>To use a full stop and capital letter correctly for most of their writing.</p> <p>To begin to use other forms of punctuation as and when appropriate.</p> <p>Compose own full sentences in a variety of contexts.</p> <p>To begin to use more variety in sentence starters.</p> <p>To understand within a sentence which word is the noun, pronoun or proper noun.</p> <p>To write a sentence using the correct tense for verbs.</p> <p>To write prefixes and suffixes, contractions and plurals as taught so far</p>	<p>To write a caption or simple sentence independently using phonetic and common exception word knowledge.</p> <p>To compose and write in whole sentences at a time sustaining independence in phonics and in word order and processing.</p> <p>To spell at least 10 common exception words correctly.</p> <p>To re-read own writing understanding if it makes sense, identifying any errors.</p> <p>To use a full stop to demarcate the end of a sentence.</p> <p>To compose own ideas for sentences orally. To begin to compose full sentences.</p> <p>To hear when a sentence sounds correct (grammatically).</p> <p>To understand a noun is a name and identify it within a sentence.</p> <p>To speak in matching tenses.</p> <p>To write prefixes and suffixes, contractions and plurals as taught so far</p>	<p>To write a caption of more than three words at a time.</p> <p>To compose a caption or short sentence of more than three words.</p> <p>To retain composition and process writing of four or more words without adult support or prompting of words.</p> <p>To use phonic knowledge to spell cvc words within a caption independently of four words or more.</p> <p>To form all letters of the long legged giraffe family correctly sitting on the line with appropriate sizing.</p> <p>To spell at least 10 common exception words consistently within sentences.</p> <p>To name the letters of the alphabet.</p>

Class 9 MW – Year 2 (LA) Children’s levels at end of year one were from ELG to Emg 1.

Planning from Y2 Talk for writing texts with Year One objectives.