

# Literacy Medium Term Planning

Class 9: Year 2 (Emg)

Autumn Term A 2017

Talk for Writing	Text	Genre	Focus
Narrative	The Magic Paintbrush	Tale of lost and found	Character Description
Non-Fiction	Come to China/England Letter to other children.	Discussion Text	Discussion Letter Writing

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area "Chinese Cafe". Taste Chinese food Paint and stick activities like Chang in the story. Explore different characters in stories, good and bad. Create character profiles about selves, talking about selves in positive terms. Acting out the story using the role play area and creating freeze frames of the main events. Create story map of the story. Write sentences about the characters using hat we have learnt from the story.</p> <p>WOW Starter - Travel brochures. Build up a picture of China and England. Discuss whether they would like to visit China. Why? Why not? Describe the places and recall the food that we tasted. Receive a letter from Chang discussion whether or not we should visit China.</p>	<p>Independently compose sentences orally before writing. Write independently using phonics knowledge. Correctly link sentences to write texts. Read own writing to peers and adults clearly. Discuss own writing with teacher or others. Share ideas in a group aloud to develop thinking and collect ideas. Re-read to check for meaning and edit appropriately. Use 'and' to join words and clauses in sentences. Use capital letters for names, days, months, places. Use capital for pronoun I. Correctly use a full stop to show end of a sentence. Correctly identify where to use a question mark. Use a question mark correctly. Correctly identify where to use an exclamation mark - to show anger or excitement. Use an exclamation mark correctly. Discuss work using grammatical terminology.</p>	<p>Spell plurals correctly, -es, -s. (Verbs.)  Spell words with prefix un- correctly. (Verbs and adjectives.)  Add suffixes -ing, -ed, -er, -est to spell words correctly, needing to not change root word, within a piece of writing.  Write from memory simple sentences that have been dictated, including sounds taught so far.</p>	<p>Innovate character profile by changing characters within the story. Innovate discussion letter by changing to different country.</p> <p>Discuss why he should visit England / Bridgwater</p>
			<p><b>Ideas for invention</b></p> <p>Children choose another character familiar to whole class write a character description and add to opening of story. Children write a discussion letter about own topic from three provided.</p>

Week	Speaking & Listening	Talk for writing	Sentence & Word level (See Topic Overview for EYFS)	Outcome/ audience
<p><b>Week 1</b> 4<sup>th</sup> – 8<sup>th</sup> September Settling in Week</p>	<p>Talk about holiday, explain what happened over their holidays. Listen, respond and ask questions to peers and adults. Listen attentively in a range of situations. Listen to stories, anticipate key events and respond to what is hear with relevant comments, questions or actions</p>	<p>Discuss holiday and children draw a picture of their favourite memory and record sentences in books. <b><u>Dogs don't do ballet!</u></b> Read the story as a class. Discuss the things that dogs do and don't do. Record independently/group. Adult. Discuss how we all do different things, what one person does/likes is different to another. Discuss how this is ok. Select different animals. What do / don't they do? Story map sentences (4 sentences) Create folding books. Create front page and title. Discuss title of the book. Begin to write sentences and create images. Share sentences.</p>	<p>Full stops and Capital letters Adjectives</p>	<p>Own picture story book, folding book.</p>
<p><b>Week 2</b> 11<sup>th</sup> – 15<sup>th</sup> September TfW Fiction</p>	<p>Retell the story daily. Focus on character description. Activities for immersion in the story-see above. Listen attentively in a range of situations. Listen to stories, anticipate key events and respond to what is hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately when engaged in another activity.</p>	<p>WOW starter - Children to locate China on a world map and discuss how it is far away. Taste Chinese food and talk about likes and dislikes. Paint pictures with sticks like Chang in the story of something that they wish they had. Children to create a self-portrait and write sentences/words to describe their appearance, likes, dislikes, behaviour etc. Listen to story and join in the actions. Story to be told on a daily basis using the class story map. Listen to and respond to the story told. Role Play and act out the story, create freeze frames to show the main events in the story. Order the story correctly. Story map the story, identify and discuss the expanded noun phrases in the story and what this tells us about the characters. Identify the characters in the story and record their names, what do we know about them, write words to describe their appearance, behaviour, personality. Draw a picture of what we think they look like how we have arrived at this. Write sentences to describe the characters in the story.</p>	<p>Full stops and Capital letters Adjectives Use I when talking about self Segment words into the 40+ phonemes taught, independently. Represent sounds as graphemes. Represent some alternative sounds as graphemes. Spell many common exception words. Spell days of the week correctly. Say letter names to spell words.</p>	<p>Sentences about the characters in the story. Self-portraits and descriptions of themselves - Meet Class 9 Book</p>

<p><b>Week 3</b> 18<sup>th</sup> - 22<sup>nd</sup> September TfW Fiction</p>	<p>Share ideas for new characters. Retell the innovated story together. Read each other's stories and give each other feedback about their writing. Respond to instructions. Understand humour. Follow a story without pictures or props. Listen and respond to ideas expressed by others in conversation or discussion. Answer how and why questions about their experiences and in response to stories or events.</p>	<p>Create a list of good and bad characters. Create new characters good and bad for the story. Discuss what they would wear, do. Act, behave, say. Storyboard the new story/ Order the new stories main events. Change story map to include new characters. Discuss expanded noun phrases in simple terms. Talk about using the un suffix to describe the bad character. Identify suffix words to describe what they like doing, comparing them. Write the opening of the story introducing the new characters that have been created.</p>	<p>Nouns and adjectives (Suffixes) Spell words with prefix un- correctly. (Verbs and adjectives.) Add suffixes -ing, -ed, -er, -est to spell words correctly, needing to not change root word, within a piece of writing. Segment words into the 40+ phonemes taught, independently. Represent sounds as graphemes. Represent some alternative sounds as graphemes. Spell many common exception words. Spell days of the week correctly. Say letter names to spell words.</p>	<p>Creation of new characters. Character profile of bad character. Write the opening of the story with character description of the new character.</p>
<p><b>Week 4</b> 25<sup>th</sup> - 29<sup>th</sup> September TfW Fiction</p>	<p>Share a discuss words to describe the characters. Use the correct grammar terminology confidently and understand what it means. Introduce a storyline or narrative into their play.  Express themselves effective, showing awareness of listener. They talk in the past, present and future accurately when talking about events that happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Create a story soup of characters. Using imagination and pictures, knowledge of others stories they have read. Create new story map including new characters. Think about adding expanded noun phase and suffixes previously taught into plans. Create verbal sentence and include these into writing, Write a description of bad character. Using work done throughout the week. Write their story / opening including a character description.</p>	<p>Nouns and adjectives, Expanded noun phrases  Proof read to check for errors in spelling, grammar and punctuation, Read aloud what has been written with appropriate intonation to make the meaning clear Segment words into the 40+ phonemes taught, independently. Represent sounds as graphemes. Represent some alternative sounds as graphemes. Spell many common exception words. Spell days of the week correctly. Say letter names to spell words.</p>	<p>Story / Story opening of new story. Including description of character.</p>
<p><b>Week 5</b> 2<sup>nd</sup> - 6<sup>th</sup> October TfW Non Fiction</p>	<p>Become confident with saying and using the new technical vocabulary. Retell the text daily. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences in play situations. Link statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>WOW Starter - Travel brochures. Build up a picture of China and England. Discuss whether they would like to visit China. Why? Why not? Describe the places and recall the food that we tasted. Receive a letter from Chang discussion whether or not we should visit China. Read and discuss. Discuss the layout of a letter. Discuss any words we are unsure of. Talk about questions and exclamations. Write questions they would like to ask Chang about China. Recall the reason why we should and shouldn't visit china / sort the reasons into for and against. Can they add their own? Text map the text as a group / class. Write the reasons for and against sections / sentences.</p>	<p>Nouns and adjectives, Expanded noun phrases Proof read to check for errors in spelling, grammar and punctuation, Read aloud what has been written with appropriate intonation to make the meaning clear Correctly identify where to use a question mark. Use a question mark correctly. Correctly identify where to use an exclamation mark - to show anger or excitement. Use an exclamation mark correctly. Discuss work using grammatical terminology. Segment words into the 40+ phonemes taught, independently. Represent sounds as graphemes. Represent some alternative sounds as graphemes. Spell many common exception words. Spell days of the week correctly. Say letter names to spell words.</p>	<p>Identify the layout of a letter. Create for and against sentences for Class 9 visiting China.</p>

<p><b>Week 6</b> 9<sup>th</sup> - 13<sup>th</sup> October (13<sup>th</sup> = RE Day) <b>TfW Non Fiction</b></p>	<p>Share facts and information. Role play discussions and debated using the correct terminology confidently and show an understanding of what it means. Maintain attention, concentrate and sit quietly during appropriate activity. Two channelled attention - can listen and do for a short span.</p>	<p>Discuss why he should visit England / Bridgwater. What is good and bad about where we live? In pairs create sentences to discuss about where we live. As a group have a discussion using the vocabulary that is on the table to help them that we have previously learnt about. Discuss and recap questions and exclamations. Create questions that we could include in our letter to Chang about him visiting England, As a group plan letter that we will write to Chang. Write letter / points/ discussion, using the layout of the letter already discussed.</p>	<p>Conjunctions / Subordination and co-ordination, expanded noun phrases.</p> <p>Proof read to check for errors in spelling, grammar and punctuation, Read aloud what has been written with appropriate intonation to make the meaning clear Correctly identify where to use a question mark. Use a question mark correctly. Correctly identify where to use an exclamation mark - to show anger or excitement. Use an exclamation mark correctly. Discuss work using grammatical terminology. Segment words into the 40+ phonemes taught, independently. Represent sounds as graphemes. Represent some alternative sounds as graphemes. Spell many common exception words. Spell days of the week correctly. Say letter names to spell words.</p>	<p>Write a letter to Chang discussing whether or not he should visit England.</p>
<p><b>Week 7</b> 16<sup>th</sup> - 20<sup>th</sup> October (20<sup>th</sup> = Parents Day) <b>Assessment Week</b></p>	<p>Read stories to class confidently using the correct expression and intonation. Give attention to what others say and respond appropriately when engaged in another activity. Maintain attention, concentrate and sit quietly during appropriate activity. Two channelled attention - can listen and do for a short span.</p>	<p>Write character profile of themselves to see how has improved from the beginning of term. Plan with adult support.</p> <p>Children to plan and write a discussion letter about something in their own life. School based. Each group to choose a topic e.g. should we wear school uniform, should we have a pizza at lunchtime. Link to healthy eating topic!</p>	<p>Conjunctions / Subordination and co-ordination, expanded noun phrases</p> <p>Proof read to check for errors in spelling, grammar and punctuation, Read aloud what has been written with appropriate intonation to make the meaning clear Correctly identify where to use a question mark. Use a question mark correctly. Correctly identify where to use an exclamation mark - to show anger or excitement. Use an exclamation mark correctly. Discuss work using grammatical terminology. Segment words into the 40+ phonemes taught, independently. Represent sounds as graphemes. Represent some alternative sounds as graphemes. Spell many common exception words. Spell days of the week correctly. Say letter names to spell words.</p>	<p>Independent writing of discussion arguments from a topic in their own lives. Create a character profile about themselves to see improvement from the beginning of term.</p>

<p style="text-align: center;"><b>Phonics</b></p> <p><b>Impressive Grasshoppers - Ph3</b></p> <p>Continue to consolidate application of phase 3 and 4 knowledge in all pieces of writing across the curriculum, continuing with short captions and moving onto short sentences within phonics and then other areas.</p> <p>Always use the learnt grapheme options when writing in sentences.</p> <p>Independently refer to support materials when unsure.</p> <p>Learn all phase 3 and 4 spellings and apply consistently in phonics and then all other pieces of writing. Learn to read all phase 5 tricky words.</p> <p><b>Exceptional Dragonflies - Ph3</b></p> <p>Continue to consolidate application of phase 3 knowledge in all pieces of writing across the curriculum, continuing with short captions and moving onto short sentences within phonics and then other areas.</p> <p>Always use the learnt grapheme options when writing in sentences.</p> <p>Independently refer to support materials when unsure.</p> <p>Learn all phase 3 and 4 spellings and apply consistently in phonics and then all other pieces of writing.</p> <p><b>Perfect Ladybirds - Ph3</b></p> <p>Continue to consolidate application of phase 3 knowledge in all pieces of writing across the curriculum, continuing with short captions and moving onto short sentences within phonics and then other areas.</p> <p>Always use the learnt grapheme options when writing in sentences.</p> <p>Independently refer to support materials when unsure.</p> <p>Learn all phase 3 and 4 spellings and apply consistently in phonics and then all other pieces of writing.</p> <p><b>Fabulous Bumblebees - Ph2</b></p> <p>Teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. Children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.</p> <p><b>Proud Beetles-Ph2</b></p> <p>Teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. Children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.</p>	<p style="text-align: center;"><b>Great Greens</b></p> <p style="text-align: center;"><b>Achieved : Emg1/Exp1</b></p> <p style="text-align: center;"><b>Target: Exp1</b></p>	<p style="text-align: center;"><b>Excellent Yellows</b></p> <p style="text-align: center;"><b>Achieved : Emg1</b></p> <p style="text-align: center;"><b>Target: Exp1</b></p>	<p style="text-align: center;"><b>Brilliant Blues</b></p> <p style="text-align: center;"><b>Achieved:40-60+ /ELG</b></p> <p style="text-align: center;"><b>Target: ELG / Emg1</b></p>	<p style="text-align: center;"><b>Fantastic Reds</b></p> <p style="text-align: center;"><b>Achieved :30-50/40-60</b></p> <p style="text-align: center;"><b>Target: 40-60 /ELG</b></p>
	<p>Independently compose sentences orally before writing.</p> <p>Write independently using phonics knowledge.</p> <p>Correctly link sentences to write texts.</p> <p>Read own writing to peers and adults clearly.</p> <p>Discuss own writing with teacher or others.</p> <p>Share ideas in a group aloud to develop thinking and collect ideas. Plan/draft writing.</p> <p>Re-read to check for meaning and edit appropriately.</p> <p>Leave appropriately sized spaces between words.</p> <p>Use 'and' to join words and clauses in sentences.</p> <p>Use capital letters for names, days, months, places.</p> <p>Use capital for pronoun I.</p> <p>Correctly use a full stop to show end of a sentence.</p> <p>Correctly identify where to use a question mark.</p> <p>Use a question mark correctly.</p> <p>Correctly identify where to use an exclamation mark - to show anger or excitement.</p> <p>Use an exclamation mark correctly.</p> <p>Discuss work using grammatical terminology.</p> <p>Segment words into the 40+ phonemes taught, independently.</p> <p>Represent sounds as graphemes.</p> <p>Represent some alternative sounds as graphemes.</p> <p>Spell many common exception words.</p> <p>Spell days of the week correctly.</p> <p>Say letter names to spell words.</p> <p>Spell plurals correctly, -es, -s. (Verbs.)</p> <p>Spell words with prefix un- correctly. (Verbs and adjectives.)</p> <p>Add suffixes -ing, -ed, -er, -est to spell words correctly, needing to not change root word, within a piece of writing.</p> <p>Write from memory simple sentences that have been dictated, including sounds taught so far.</p> <p>Keep consistent letter size.</p> <p>Form lower case letters correctly - correct direction, starting and finishing in right place.</p> <p>Form capital letters correctly.</p> <p>Form digits 0 - 9 correctly.</p> <p>Know which letters belong to which family.</p> <p>Letters consistently sitting on line.</p> <p style="text-align: center;"><b>Guided Reading</b></p> <p style="text-align: center;">See Group Half Term target Sheets</p>	<p>Independently compose sentences orally before writing.</p> <p>Write independently using phonics knowledge.</p> <p>Correctly link sentences to write texts.</p> <p>Read own writing to peers and adults clearly.</p> <p>Discuss own writing with teacher or others.</p> <p>Share ideas in a group aloud to develop thinking and collect ideas. 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(Verbs.)</p> <p>Spell words with prefix un- correctly. (Verbs and adjectives.)</p> <p>Add suffixes -ing, -ed, -er, -est to spell words correctly, needing to not change root word, within a piece of writing.</p> <p>Write from memory simple sentences that have been dictated, including sounds taught so far.</p> <p>Keep consistent letter size.</p> <p>Form lower case letters correctly - correct direction, starting and finishing in right place.</p> <p>Form capital letters correctly.</p> <p>Form digits 0 - 9 correctly.</p> <p>Know which letters belong to which family.</p> <p>Letters consistently sitting on line.</p> <p style="text-align: center;"><b>Guided Reading</b></p> <p style="text-align: center;">See Group Half Term target Sheets</p>	<p>Compose phrases orally between writing them.</p> <p>Attempt to apply phonic knowledge in captions of at least three words.</p> <p>Begin to read aloud their writing clearly enough to be heard by peers and teacher.</p> <p>Begin to use capital letters and full stops.</p> <p>Use spaces between words.</p> <p>Use capital letter for own name.</p> <p>Begin to recognise where a capital letter is needed</p> <p>Begin to use connectives.</p> <p>Begin to hear the phonemes in a spoken word.</p> <p>Begin to represent phonemes heard by graphemes.</p> <p>Spell at least 10 common exception words.</p> <p>Spell correctly words using the 26 letters of the alphabet.</p> <p>Make a recognisable attempt at spelling the days of the week.</p> <p>Name the letters of the alphabet when shown.</p> <p>Begin to use letter names to distinguish between alternative spellings.</p> <p>Begin to use the suffix 's'.</p> <p>Begin to use the prefix 'un'.</p> <p>Begin to use -ing and -ed where no change is needed to the root word.</p> <p>Begin to write some simple sentences and captions dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place, beginning to sit on the line. Form digits 0 - 9.</p> <p>Sit correctly at a table, holding a pencil.</p> <p style="text-align: center;"><b>Guided Reading - See Group Half Term target Sheets</b></p>	<p>Give meaning to the marks they make as they, draw, write and paint.</p> <p>Begin to break the flow of speech into words. Continue a rhyming string.</p> <p>Hear and say the initial sounds on words. Can segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p> <p>Begin to read words and simple sentences</p> <p>Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Enjoys an increasing range of books</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Knows that information can be retrieved from books and computers</p> <p style="text-align: center;"><b>Guided Reading</b></p> <p style="text-align: center;">See Group Half Term target Sheets</p>

