

Literacy Medium Term Planning

Class 7; Year 2 (EXC 2)

Spring A 2017/2018

Talk for Writing	Text	Genre	Focus
Narrative	The Magic Brush	Tale of lost and found	No fiction this term
Non-Fiction			Persuasion

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Wow starter for poetry week - chn to have ice-cream in a cone and write a list of adjectives that describe the taste, texture, feeling of cold. Then chn to have a hot chocolate and write a list of adjectives that describe the taste, texture, feeling of heat. Compare the two lists and relate to weather. Chn to create one summer collage and one winter collage per group, thinking carefully about the colours they use that can represent that season.</p> <p>Role-play area in The Magic Brush theme. <u>Wow starter for non-fiction:</u> <u>Noodle Tasting:</u> Chn to make and persuade each other to eat Chinese noodles using chopsticks. <u>Chinese Writing:</u> Chn to paint a chosen word in Chinese symbols. (Black paint on Red card.) <u>Clay Dragons:</u> Chn to make a traditional Chinese dragon each out of clay then when dry paint in Chinese colours (Red, green, blue, yellow, gold).</p> <p>Retell text in story circles (groups). Text maps. Discussion of poetry then tales of lost and found. Sequence the texts. Boxing up. Role play / drama.</p>	<p>Retell poem each day in story circles. Discussion of different poem structures. Analyse a variety of poems. Use science to evoke poetry. Sequence the text. Study reading and SPaG aspects of poems. Write own poems inspired by the poems studied.</p> <p><u>Non-Fiction.</u> Retell the text each day in groups. Text map the persuasive text. Discussion of tales of lost and found. What does 'persuasion' mean? Discuss all the features of a persuasive text. Focus on Boxing up. Compose sentences orally before writing. Independent application of phonics up to and including phase 5 and phase 6 taught so far. Use a range of punctuation, including question marks, exclamation marks and apostrophes for contractions and possession correctly. Combine words into sentences using conjunctions 'and', 'but', 'or' and 'because'. Identify verbs, nouns and adjectives. Use interesting and relevant adjective to make interesting noun phrases.</p>	<p>Poetry Rhyme Repetition Rhythm Syllables Summer Hot Sun Winter Cold Snow Icy Ice</p> <p>Non-fiction Persuasion Persuasive Emotive Opinions Exaggeration Advertisement Viewpoint Paragraphs</p>	<p>Substitution: Chn to change the language use to write a similar poem about weather/summer/winter.</p> <p><u>Chn to write their own persuasive letter to persuade Chan to come to Bridgwater.</u></p> <p>Ideas for invention Substitution: Chn to change the poem to be about extreme winters in France.</p> <p><u>Chn to write a persuasive letter to Mrs Bird to persuade her to let us have a class pet.</u></p>

Phonics - Green Group (HA) EF

Practice recognition and recall of split digraph graphemes.
Practice recognition and recall of other phase 5 graphemes.
Generate options for spelling each of the long vowel phonemes.
Read phoneme spotter stories.

Practice the alternative spellings of long vowel phonemes discussing frequency of these and position in word,
Practice reading and spelling high-frequency words from appendix 1 as suggested by children's errors in their writing.
Practice reading and spelling polysyllabic words.

Practice spotting long vowel phonemes in reading.

Phonics - Blue Group (MA) DH

Practice recognition and recall of split digraph graphemes.
Practice recognition and recall of other phase 5 graphemes.
Generate options for spelling each of the long vowel phonemes.
Read phoneme spotter stories.

Practice the alternative spellings of long vowel phonemes discussing frequency of these and position in word,
Practice reading and spelling high-frequency words from appendix 1 as suggested by children's errors in their writing.
Practice reading and spelling polysyllabic words.

Practice spotting long vowel phonemes in reading.

Phonics - Red Group (LA) SS

Practice recognition and recall of graphemes and different pronunciations of graphemes as they are learned.
Teach alternative spellings of phonemes for spelling.
Practice reading and spelling words with adjacent consonants and words with newly learned graphemes.
Practice reading and spelling high-frequency words.
Practice reading and spelling polysyllabic words.
Practice reading sentences.
Practice writing sentences.

Green writing target HA (Emg 2)

Composition: In guided group work, plan or say what a piece of writing will be about.

With question prompts, write down ideas including key words and new vocabulary.

Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.

Begin to re-read own writing to check for sense and accuracy.

With some guidance, proof read to make corrections to spellings, grammar and punctuation.

Grammar:

Demarcate some sentences with capital letters and full stops.

With adult support begin to use sentences with different forms in writing (questions, exclamations)
Become familiar with past and present tense.

Begin to join sentences using coordination and subordination.

Identify nouns and adjectives.

Spelling:

Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.

Spell some common exception words.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.

Handwriting:

Form lower-case letters in the correct direction.

Form lower-case letters of the correct size relative to one another in some of the writing.

Use spacing between words.

Sit letters on the line.

Guided Reading (HA) EF (Emg 2)

Word Recognition:

Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4.

Read some words with two or more syllables.

Read common exception words.

Read many words within sentences without overt sounding and blending.

Sound out unfamiliar words using phonics knowledge.

Read words with suffixes (-s, -es, -ing, -ed, -er, -est)

Recognise and read words with contractions.

Understand use of apostrophes.

Read aloud confidently.

Comprehension: Often choose to read a book alone.

Read and understand a range of text, e.g. poetry, stories, non-fiction as a group.

Answer questions and make inferences about these texts.
Link reading to own experiences.

Re-tell a range of stories and poetry sequencing events.

Understand meaning of words through discussion and context.

Predict what may happen, with reasoning.

Blue writing target MA (Emg 2)

Composition: In guided group work, plan or say what a piece of writing will be about.

With question prompts, write down ideas including key words and new vocabulary.

Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.

Begin to re-read own writing to check for sense and accuracy.

With some guidance, proof read to make corrections to spellings, grammar and punctuation.

Grammar:

Demarcate some sentences with capital letters and full stops.

With adult support begin to use sentences with different forms in writing (questions, exclamations)

Become familiar with past and present tense.

Begin to join sentences using coordination and subordination.

Identify nouns and adjectives.

Spelling:

Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.

Spell some common exception words.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.

Handwriting:

Form lower-case letters in the correct direction.

Form lower-case letters of the correct size relative to one another in some of the writing.

Use spacing between words.

Sit letters on the line.

Guided Reading (MA)DH (Emg 2)

Word Recognition:

Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4.

Read some words with two or more syllables.

Read common exception words.

Read many words within sentences without overt sounding and blending.

Sound out unfamiliar words using phonics knowledge.

Read words with suffixes (-s, -es, -ing, -ed, -er, -est)

Recognise and read words with contractions.

Understand use of apostrophes.

Read aloud confidently.

Comprehension: Often choose to read a book alone.

Read and understand a range of text, e.g. poetry, stories, non-fiction as a group.

Answer questions and make inferences about these texts.
Link reading to own experiences.

Re-tell a range of stories and poetry sequencing events.

Understand meaning of words through discussion and context.

Predict what may happen, with reasoning.

Red writing target LA (Emg 2)

Composition: In guided group work, plan or say what a piece of writing will be about.

With question prompts, write down ideas including key words and new vocabulary.

Orally compose grammatically correct sentences.
Independently write a grammatically correct sentence.
Attempt writing for different purposes with some support.
Begin to show stamina for writing.

Begin to re-read own writing to check for sense and accuracy.

With some guidance, proof read to make corrections to spellings, grammar and punctuation.

Grammar:

Demarcate some sentences with capital letters and full stops.

With adult support begin to use sentences with different forms in writing (questions, exclamations)

Become familiar with past and present tense.

Begin to join sentences using coordination and subordination.
Identify nouns and adjectives.

Spelling:

Segment spoken words into phonemes and represent these by graphemes, spelling some correctly.

Spell some common exception words.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.

Handwriting:

Form lower-case letters in the correct direction.

Form lower-case letters of the correct size relative to one another in some of the writing.

Use spacing between words.

Sit letters on the line.

Guided Reading (LA) SS (Emg 2)

Word Recognition:

Blend sounds to read words containing common graphemes for all 40+ phonemes up to ph 4.

Read some words with two or more syllables.

Read common exception words.

Read many words within sentences without overt sounding and blending.

Sound out unfamiliar words using phonics knowledge.

Read words with suffixes (-s, -es, -ing, -ed, -er, -est)

Recognise and read words with contractions.

Understand use of apostrophes.

Read aloud confidently.

Comprehension: Often choose to read a book alone.

Read and understand a range of text, e.g. poetry, stories, non-fiction as a group.

Answer questions and make inferences about these texts.
Link reading to own experiences.

Re-tell a range of stories and poetry sequencing events.

Understand meaning of words through discussion and context.

Predict what may happen, with reasoning.

<u>Week</u> Home books	<u>Speaking & Listening</u>	<u>Talk for writing</u>	<u>Sentence & Word level</u>	<u>Outcome/ audience</u>
1	<p>Listening to the poems. Re-citing the poems. Discussions during wow morning and during lessons. Role play. Listening and speaking to the class, group and in pairs. Retelling the poems to a partner using their TFW actions. Discussing their ideas. Reasoning and justifying their thoughts with peers. Presenting their ideas to the rest of the class. Make contributions by discussing their ideas with the adults and other chn in the class. Respond appropriately to the contributions of others. Composing sentences orally before writing. Appropriately sustain talk & interactions. Take different roles in groups & use the language appropriate to the role. Reading their work to an adult or peer.</p>	<p>Poetry week. <u>IMMERSION IN POEM:</u> Read the chn the poem 'Summer Memories', discuss that it is a ballad poem and what this means. Discuss the rhyming structure, layout and punctuation. Chn to learn the poem by inventing TFW actions. Wow starter - chn to have ice-cream in a cone and write a list of adjectives that describe the taste, texture, feeling of cold. Then chn to have a hot chocolate and write a list of adjectives that describe the taste, texture, feeling of heat. Compare the two lists and relate to weather. Chn to create one summer collage and one winter collage per group, thinking carefully about the colours they use that can represent that season. <u>SCIENCE DAY RELATED TO POEM:</u> Read the chn the poem 'Surprise' and discuss the last two lines. Discuss what happens to snow when it melts. Concept cartoon snowman 1: Show the chn the snowman concept cartoon 1. Chn to discuss in small groups then mindmap their thoughts. Investigating ice: Chn to observe how long and how quickly it takes a large piece of ice to melt. Chn to measure and record throughout the day. Magic melting ice cubes chn to investigate whether ice cubes will melt more quickly on a plastic chopping board or a metal frying pan.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i> Composition: Plan or say what a 'piece' of writing will be about. Write down ideas including key words and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation. Grammar: Demarcate most sentences with capital letters and full stops Some use of question marks and exclamation marks. Use sentences with different forms in their writing : Statements Questions Exclamations Commands Use some expanded noun phrases to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination (or/and/but) Use some subordination (when/if/that/because). Spelling: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell many common exception words. Spell some words with contracted forms. Add suffixes to spell some words correctly in their writing, eg -ment, -ness, -ful, -less, -ly. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - mostly accurately. Handwriting: Use the diagonal and horizontal strokes needed to join letters in some of their writing. Write capital letters and digits of the correct size, orientation, position on lines and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>	<p>Audience: Another reader. Those interested in poetry.</p> <p>Outcome: To learn the poem using actions. To analyse many poems with different structures. To write a poem in the style of a ballad.</p>

READING DAY RELATED TO POEM:

Chn to re-read the poem 'Summer Memories' with the TfW actions.
Chn to have a cut up copy of the poem and they have to put it back in order using the rhyme and structure to help.
Chn to compare various different structures of poems and analyse their structures and compare them to the class poem.
Chn to answer various reading comprehension questions about the poem.

SPaG DAY RELATED TO POEM:

Look at the rhyming words - what makes them rhyme?
Chn to write a list of the summer words used in the poem. Then list the antonyms to create winter words using a dictionary to spell them correctly and a thesaurus for antonyms. Then write a rhyming word to go with each winter word.
Chn to look at the punctuation and compare it with other poems and texts.
chn to look at the grammar of our poem.

WRITING DAY RELATED TO POEM:

Chn to plan and write their own ballad poem about extreme winters in France.

Retelling the text as a class, in story circles and in pairs.
Discussing their imitations as a class and with their talk partner.
Participation in shared writes.
Discussing their ideas.
Reasoning and justifying their thoughts with peers.
Presenting their ideas to the rest of the class.
Make contributions by discussing their ideas with the adults and other chn in the class.
Respond appropriately to the contributions of others.
Composing sentences orally before writing.
Appropriately sustain talk & interactions.
Take different roles in groups & use the language appropriate to the role.
Reading their work to an adult or peer.

Non-fiction - imitation stage
Wow Starter - read 'The Magic Brush' to the chn and discuss that it is a tale of lost and found.
Then read the chn the letter from Chan persuading class 7 to visit him in China. What do they already know about China? Make a list.
Noodle Tasting: Chn to make and persuade each other to eat Chinese noodles using chopsticks.
Chinese Writing: Chn to write their names in Chinese symbols. (Black paint on Red card.)
Clay Dragons: Chn to make a traditional Chinese dragon each out of clay then when dry paint in Chinese colours (Red, green, blue, yellow, gold).

Then re-read the letter from Chan persuading class 7 to visit him in China and discuss the features of a persuasive text again. Discuss the language and sentence starters. In groups chn to decide upon and learn the actions for the persuasive letter. Then do an individual mindmap about all the things they already know about China.

Re-read the recount and discuss the features, language and sentence starters of a persuasive text again. Chn to do a text map for this persuasive letter.

Shared box up write to start them off then chn to box up the persuasive letter.

Chn to write their own version of Chans letter pretending that they are him.

Bold statements from Interim Framework Analysis Sheet.
Composition:
Plan or say what a 'piece' of writing will be about.
Write down ideas including key words and new vocabulary.
Apply phonic knowledge consistently and accurately across a range of writing.
Encapsulate what they want to say, sentence by sentence.
Attempt writing for different purposes.
Show increasing stamina for writing.
Re-read own writing to check for sense and accuracy.
Proof read to make corrections to spellings, grammar and punctuation.
Grammar:
Demarcate most sentences with capital letters and full stops
Some use of question marks and exclamation marks.
Use sentences with different forms in their writing :
Statements
Questions
Exclamations
Commands
Use some expanded noun phrases to describe and specify.
Use present and past tense mostly correctly and consistently.
Use co-ordination (or/and/but)
Use some subordination (when/if/that/because).
Spelling:
Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.
Spell many common exception words.
Spell some words with contracted forms.
Add suffixes to spell some words correctly in their writing, eg -ment, -ness, -ful, -less, -ly.
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - mostly accurately.
Handwriting:
Use the diagonal and horizontal strokes needed to join letters in some of their writing.
Write capital letters and digits of the correct size, orientation, position on lines and relationship to one another and to lower case letters.
Use spacing between words that reflects the size of the letters.

Audience:
Someone you are trying to influence.

Outcome: To use persuasive text and language feature to persuade.

Retelling the text as a class, in story circles and in pairs.
Discussing their innovations as a class and with their talk partner.
Participation in shared writes.
Discussing their ideas.
Reasoning and justifying their thoughts with peers.
Presenting their ideas to the rest of the class.
Make contributions by discussing their ideas with the adults and other chn in the class.
Respond appropriately to the contributions of others.
Composing sentences orally before writing.
Appropriately sustain talk & interactions.
Take different roles in groups & use the language appropriate to the role.
Reading their work to an adult or peer.

Non-fiction - innovation stage.

Remind chn of the text and language features of a persuasive text. Chn to have a variety of persuasive texts e.g. adverts, letters etc which they analyse to pick out the text and language features.

Chn to work in pairs to write a script to persuade someone to buy something old and out of date. E.g. an old car, computer, gaming console or phone. Chn to decide if they are writing a radio or TV advert and write accordingly.

Chn to practice their scripts thinking about the fact that if it's a TV advert they need to act but if it's a radio advert they need to rely on the intonation and expression in their voice. Chn to record each other. Watch as a class.

Chn to plan their own letter to Chan saying that it is not possible for us to go to visit him in China as there are too many of us and then persuading him that it would be so much better for him to come to Bridgwater to visit us.

Chn to write their letter to Chan.

Bold statements from Interim Framework Analysis Sheet.

Composition:

Plan or say what a 'piece' of writing will be about.
Write down ideas including key words and new vocabulary.
Apply phonic knowledge consistently and accurately across a range of writing.

Encapsulate what they want to say, sentence by sentence.
Attempt writing for different purposes.

Show increasing stamina for writing.
Re-read own writing to check for sense and accuracy.

Proof read to make corrections to spellings, grammar and punctuation.

Grammar:

Demarcate most sentences with capital letters and full stops

Some use of question marks and exclamation marks.

Use sentences with different forms in their writing :

Statements

Questions

Exclamations

Commands

Use some expanded noun phrases to describe and specify.

Use present and past tense mostly correctly and consistently.

Use co-ordination (or/and/but)

Use some subordination (when/if/that/because).

Spelling:

Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

Spell many common exception words.

Spell some words with contracted forms.

Add suffixes to spell some words correctly in their writing, eg -ment, -ness, -ful, -less, -ly.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - mostly accurately.

Handwriting:

Use the diagonal and horizontal strokes needed to join letters in some of their writing.

Write capital letters and digits of the correct size, orientation, position on lines and relationship to one another and to lower case letters.

Use spacing between words that reflects the size of the letters.

Audience:

Someone you are trying to influence.

Outcome: To use persuasive text and language feature to persuade.

Retelling the text as a class, in story circles and in pairs.
 Discussing their inventions as a class and with their talk partner.
 Participation in shared writes.
 Discussing their ideas.
 Reasoning and justifying their thoughts with peers.
 Presenting their ideas to the rest of the class.
 Make contributions by discussing their ideas with the adults and other chn in the class.
 Respond appropriately to the contributions of others.
 Composing sentences orally before writing.
 Appropriately sustain talk & interactions.
 Take different roles in groups & use the language appropriate to the role.
 Reading their work to an adult or peer.

Non-fiction - invention.
 Remind the chn of the text and language features of a persuasive text. Chn to look back at the adverts from last week which they analysed and re-write each point to make it to be much more persuasive. Then add some more points of their own.

Chn to make an advertising poster of the advert they up-graded yesterday, thinking about the layout, lettering and pictures they may want to use. In turn chn to choose pictures from the internet using the two class computers, print the pictures and stick them onto their advertising poster.

Read the chn the book 'I wanna iguana'. Discuss the persuasive language used. Chn to interview each other to answer the following question:
 'If you could have a pet at school, what pet would it be?' Then record the responses and choose the one they like the best.

Chn to plan a letter to Mrs Bird persuading her to let them have a school pet (the pet they chose yesterday) listing all the reasons why it is a good idea and using persuasive language and text features.

Chn to independently write their letter to Mrs Bird.

Bold statements from Interim Framework Analysis Sheet.
Composition:
 Plan or say what a 'piece' of writing will be about.
 Write down ideas including key words and new vocabulary.
 Apply phonic knowledge consistently and accurately across a range of writing.
 Encapsulate what they want to say, sentence by sentence.
 Attempt writing for different purposes.
 Show increasing stamina for writing.
 Re-read own writing to check for sense and accuracy.
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Grammar:
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Handwriting:
Use the diagonal and horizontal strokes needed to join letters in some of their writing.
Write capital letters and digits of the correct size, orientation, position on lines and relationship to one another and to lower case letters.
Use spacing between words that reflects the size of the letters.

Audience:
 Someone you are trying to influence.

Outcome: To use persuasive text and language feature to persuade.

<p style="text-align: center;">5</p>	<p>Retelling the text as a class, in story circles and in pairs. Discussing their inventions as a class and with their talk partner. Participation in shared writes. Discussing their ideas. Reasoning and justifying their thoughts with peers. Presenting their ideas to the rest of the class. Make contributions by discussing their ideas with the adults and other chn in the class. Respond appropriately to the contributions of others. Composing sentences orally before writing. Appropriately sustain talk & interactions. Take different roles in groups & use the language appropriate to the role. Reading their work to an adult or peer.</p>	<p>Assessment week. Chn to independently write a letter to their parents persuading them to have two birthdays parties this year.</p> <p>Show the chn three items from the story telling box. Chn to write a narrative of their choice which includes all three items. Chn to include character actions.</p> <p>Show the chn the following clip: https://www.literacyshed.com/takingf-light.html Then continue the story writing a plan for their own narrative for the next adventure. Chn to include character actions.</p> <p>Chn to write their next adventure continuing from where the clip left off using their plan. Chn to include character actions.</p> <p>Chn to write and adventure story of their choice which contains character actions.</p>	<p><i>Bold statements from Interim Framework Analysis Sheet.</i></p> <p>Composition: Plan or say what a 'piece' of writing will be about. Write down ideas including key words and new vocabulary. Apply phonic knowledge consistently and accurately across a range of writing. Encapsulate what they want to say, sentence by sentence. Attempt writing for different purposes. Show increasing stamina for writing. Re-read own writing to check for sense and accuracy. Proof read to make corrections to spellings, grammar and punctuation.</p> <p>Grammar: Demarcate most sentences with capital letters and full stops Some use of question marks and exclamation marks. Use sentences with different forms in their writing : Statements Questions Exclamations Commands Use some expanded noun phrases to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination (or/and/but) Use some subordination (when/if/that/because).</p> <p>Spelling: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell many common exception words. Spell some words with contracted forms. Add suffixes to spell some words correctly in their writing, eg -ment, -ness, -ful, -less, -ly. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - mostly accurately.</p> <p>Handwriting: Use the diagonal and horizontal strokes needed to join letters in some of their writing. Write capital letters and digits of the correct size, orientation, position on lines and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>	<p>Audience: Someone you are trying to influence.</p> <p>Outcome: To use persuasive text and language feature to persuade.</p>
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