

# Literacy Medium Term Planning

Class 9: Year 2 (Emg)

Autumn Term A 2017

Talk for Writing	Text	Genre	Focus
Narrative	The Papaya That Spoke	Quest Tale	Punctuation
Non-Fiction	Fisherman's Diary	Recount	Recount & Sequencing Vocabulary

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Wow Starter - Role Play Area, fruit market stool.</p> <p>Go on a quest / hint for fruit, make a fruit salad, write speech bubbles about what the fruit tastes like.</p> <p>Retell the story, cut it up, reorder, act it out with adult narration, freeze frames, explore the role play area.</p> <p>Sequence freeze frames and match parts of the story to the pictures.</p> <p>Group story maps, create group story boards.</p> <p>Listen and retell, create a text map as the story is being told.</p> <p>Go on a walk around school, create props to turn ourselves into fishermen. Draw a map of the journey we went on, retell visit the trip with an adult retelling the text. Text map and boxing up.</p>	<p>Whole sentences with capital letters and full stops.</p> <p>Capital letters for own names and days of the week.</p> <p>Use consistent finger spaces between words.</p> <p>Complex and compound sentences, joining particularly with and, but, or, when, because, that, if</p> <p>Identifying further punctuation including exclamation marks, questions marks, &amp; speech marks.</p> <p>Time Connectives to sequence the text- First, next, after that, finally, in the end.</p>	<p>Punctuation - capital letters, full stops, finger spaces, questions, exclamations, sentence types, questions marks, exclamation marks.</p> <p>Conjunctions - and, but, because, when, if, that, or</p> <p>Expanded noun phrases - adjectives and nouns</p> <p>Prefix/suffix - un, ed, er, ing etc.</p> <p>Time Connectives - First, next, after that, finally, in the end.</p>	<p>Create new questions and exclamations for the story.</p> <p>Write names and days of the week using capital letters.</p> <p>Write a recount of planting a cress seed, like the farmer in the story.</p>
			<p><b>Ideas for invention</b></p> <p>Change the characters and the setting that they go to, create a new problem that the character encounters.</p> <p>Assessment week: Write a recount of a forest school activity.</p>

Week	Speaking & Listening	Talk for writing	Sentence & Word level (See Topic Overview for EYFS)	Outcome/ audience
<p><b>Week 8</b> 30<sup>th</sup> October - 3<sup>rd</sup> November</p>	<p><b>Imitation</b> Retell the story daily. Focus on all the SPAG features that have been included and read with expression to highlight questions and exclamations. Activities for immersion in the story-see above.</p>	<p>WOW Starter - go on a hunt/quest around school, looking for fruit, make a fruit salad. Retell the story using actions. Cut up the story into pieces, having parts missing and children reorder. Act out the story with adult narrating, create, freeze frames, story boards, and explore the role play area. Re order photos of the story and match text to correct part, create group text maps and story maps. Listen and retell the story to create story maps.</p>	<p>Vocabulary - retell the story, including all the SPAG that has been included. Retell the story in the correct sequence, making sentences grammatically correct when retelling.</p>	<p>Story map of the story, story boards and sequenced freeze frames.</p>
<p><b>Week 9</b> 6<sup>th</sup> - 10<sup>th</sup> November</p>	<p><b>Innovation</b> Children to work together to create own sentences for the story through discussion. Retell story with new sentences in the story. Thinking about speaking with expression.</p>	<p>Read, highlight and discuss punctuation in the story. Identify and write names of characters and own names using the correct punctuation. Match capital and lower case letters, practise writing. Create new questions and exclamation for the story. Create/ edit story map to include new sentences. Reorder sentences in the correct order and copy. Write all / part of the story beginning with supported ad moving to more independent.</p>	<p>Discuss and understand full stops. Capital letter, question marks, exclamation marks, expanded noun phrases, conjunctions, statements. Using finger spaces and capital letters correctly in text.</p>	<p>Story with new questions and exclamations.</p>
<p><b>Week 10</b> 13<sup>th</sup> - 17<sup>th</sup> November</p>	<p><b>Invention</b> Children can choose own characters for invention, through group discussion and sharing of ideas. Retelling story and creating a plot through verbal creation.</p>	<p>Create new characters and setting through - photos, story trail, collage picture of the characters and story box, Create a story board of new story after retelling using keyword cards. Record sentences including punctuation that will be used in the story. Verbally create a story while following a story trail with keywords and ideas to help. Create puppets and pictures to help retell the story that the children have created. Story map new story individual and as a group. Act out the story with puppets and costumes, adult to create a map. Children to write story. Children to build sentences using keywords, writing and recording of these keywords.</p>	<p>Discuss and understand full stops. Capital letter, question marks, exclamation marks, expanded noun phrases, conjunctions, statements. Using finger spaces and capital letters correctly in text.</p>	<p>Invented story - written with support and progress to independent. Story will have new characters and problems.</p>
<p><b>Week 11</b> 20<sup>th</sup> - 24<sup>th</sup> November (23<sup>rd</sup> Inset Day)</p>	<p><b>Imitation</b> Retell the text daily. Focus on all the SPAG features that have been included and read with expression to highlight questions and exclamations. Activities for immersion in the</p>	<p>WOW Starter - make fishing rods and fish to turn ourselves into fishermen. Go on a walk around school, visiting different places at each place different things will happen that we can recount about. Listen to recount that has been written, draw a map of the journey, role play</p>	<p>Whole sentences with capital letters and full stops. Capital letters for own names and days of the week. Use consistent finger spaces between words. Time Connectives to sequence the text- First, next, after that, finally, in the end.</p>	<p>Imitated text map of the text and boxing up of the text. Write the opening if the text with adult support.</p>

	story-see above.	the text, and create text maps, in pairs/individual/as a group. Box up the text.		
<b>Week 12</b> 27 <sup>th</sup> November - 1 <sup>st</sup> December	<b>Innovation</b> Children to work together to create events that need to be highlighted in the text. Retell the new text. Thinking about speaking with expression.	Plant cress seeds like the farmer in the story would do. Share what we did, how we did it, record on cards, work together to order what we did. Talk about the structure of a recount, plan the opening and the main part and the conclusion as a text map. Use STC keywords to help create a map. Write part / all of recount.	Whole sentences with capital letters and full stops. Capital letters for own names and days of the week. Use consistent finger spaces between words. Complex and compound sentences, joining particularly with and, but, or, when, because, that, if Time Connectives to sequence the text- First, next, after that, finally, in the end	Invented recount based on firsthand experience. Write all / part of the text, understanding of the structure of a recount.
<b>Week 13</b> 4 <sup>th</sup> - 8 <sup>th</sup> December	<b>Invention</b> Children to create own recount of activity, through group discussion and sharing of ideas. Retelling events and creating a structure through verbal creation.	Children to take part in a forest school based activity. Share what we did, how we did it, record on cards, work together to order what we did. Talk about the structure of a recount, plan the opening and the main part and the conclusion as a text map. Use STC keywords to help create a map. Write recount, box up the recount.	Whole sentences with capital letters and full stops. Capital letters for own names and days of the week. Use consistent finger spaces between words. Complex and compound sentences, joining particularly with and, but, or, when, because, that, if Identifying further punctuation including exclamation marks, question marks, & speech marks. Time Connectives to sequence the text- First, next, after that, finally, in the end	Independent writing to be placed in Writing Assessment books.
<b>Week 14</b> 11 <sup>th</sup> - 15 <sup>th</sup> December	<b>Christmas Week</b> Retell story. Sequence event's Discuss own experiences and what has happened to them. share their thought and experiences about Christmas.	Christmas Story / Nativity Story Christmas Poetry Christmas Card Writing	Whole sentences with capital letters and full stops. Capital letters for own names and days of the week. Use consistent finger spaces between words. Complex and compound sentences, joining particularly with and, but, or, when, because, that, if Identifying further punctuation including exclamation marks, question marks, & speech marks.	Christmas story folding book. Poems writing up as decorations to hang on tree.
<b>Week 15</b> 18 <sup>th</sup> - 22 <sup>nd</sup> December 18 <sup>th</sup> D and T Day (20 <sup>th</sup> /21 <sup>st</sup> /22 <sup>nd</sup> Inset Day)	<b>Christmas Week</b> Retell story. Sequence event's Discuss own experiences and what has happened to them. share their thought and experiences about Christmas.	Recount of what happens in their house at Christmas	Whole sentences with capital letters and full stops. Capital letters for own names and days of the week. Use consistent finger spaces between words. Complex and compound sentences, joining particularly with and, but, or, when, because, that, if Identifying further punctuation including exclamation marks, question marks, & speech marks. Time Connectives to sequence the text- First, next, after that, finally, in the end	Recount written in journals.

<p style="text-align: center;"><b>Phonics</b></p> <p><b>Impressive Grasshoppers - Ph4</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 - Ph4</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/Ph4</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 - Ph2/3</b></p> <p>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-Ph2/3</b></p> <p>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>Target: Exc1</b></p>	<p style="text-align: center;"><b>Excellent Yellows</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>Target: ELG / Emg1</b></p>	<p style="text-align: center;"><b>Fantastic Reds</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. 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. 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. 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. 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. 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>

