

Literacy Medium Term Planning

Class 9: Year 2 (Emg2)

Spring Term A 2018

Talk for Writing	Text	Genre	Focus
Narrative	How the world was made	Myth	Character Actions

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>WOW Starter - Making Instruments</p> <p>Retell story daily with actions</p> <p>Story Map story.</p> <p>Retell the story using the instruments and act out the story.</p> <p>Betty and Bill - Betty writes the story and she isn't a good writer, children improve her writing. Bill is a good writer children identify his strengths.</p>	<p>Evaluate writing with adults and other pupils. Re reading to check what has been written makes sense. 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.</p> <p>Word: Formation of nouns using suffixes as -ness, -er and by compounding. Formation of adjectives using suffixes such as -ful, -less. Using suffixes -er and -est in adjectives and the use of -ly to turn adjectives into adverbs.</p> <p>Verbs to describe the character actions.</p> <p>Sentence: Subordination and co-ordination, expanded noun phrases, grammatical patterns in a sentence indicate its functions as a statement, question, exclamation or command.</p> <p>Text: correct choice and use of Present and Past tense, Capital letters, full stops, question marks, exclamation marks, commas, apostrophes.</p>	<p>Full stops, Capital letters, commas, exclamations, statements, questions, commands. Contractions, apostrophes, suffixes, expanded noun phrases, conjunctions, past and present tenses, conjunctions, verbs and adverbs, plurals, prefixes, clauses, Noun suffixes and compounding, Adjective Suffixes</p>	Ideas for innovation
			Ideas for invention

Week	Speaking & Listening	Talk for writing	Sentence & Word level	Outcome/ audience
<p style="text-align: center;">Week 1 8th - 12th January Poetry Week</p>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play.</p>	<p>Creative Day - Learn Rain poem, create actions, text map, freeze frames, make umbrellas, raindrops with words from the poem, and make rain clouds. Talk about how in winter in England there is lots of Rain, create words for winter. Recap Poland and how there is lots of snow in Poland, Create snowflakes, make icicles, snow shapes, words to describe the snow, cold weather, describe pictures of Poland.</p> <p>Science Day - seasonal change, walk around school, compare and describe pictures of four seasons in UK and in Poland, similarities, difference: Weather etc. Write and record a weather report. Changing in materials, ice melting experiment, animals in UK and Poland in winter, winter habitats, describe animals in winter in Poland and in UK</p> <p>Reading Day - reading, listening, responding to Poems, answering questions about poems. Reading and writing of common exception words, matching games, finding in poem etc. rhyming games, SATS paper poetry questions for HA. Sequencing and retelling poem. Answering questions about poem.</p> <p>Writing Day - Look at pictures of Poland, draw on all the word work done yesterday. Plan a poem, using the Rain Rain poem, Discuss shape poem, and how it works. Create and write poem in the shape of a snowflake/snowman.</p>	<p>SPAG Day - Noun, Plurals, adjectives, expanded noun phrases, verbs, adverbs: For rain and for snow. Find in poem, create list, hangs from clouds and snowflakes made, put words together to build sentences. Children to make SPAG Book/dictionary/word mat/as a group/independently. Add to SPAG display.</p>	<p>New storytelling area. SPAG Book/Dictionary Create own / group poem : Snow, Snow</p>

<p style="text-align: center;">Week 2 15th - 19th January TfW starts</p>	<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge</p>	<p>Starters - Betty and Bill WOW Starter - make musical instruments. Read the story to the children and ask them to think about the things that the piper creates. Which part of the story suits their instrument? Retell the story using the instruments that the children have made. Film for the children to watch on iPad Retell the story as a class using the actions and children helping to create some of the actions. HA - Groups to create a story mountain of the story, MA - create a story map - with key words. LA - Paint pictures of key events. Scenes from the story - display on the TfW board. HA - Write the story together MA - identify actions that the piper does in the story and write these sentences LA - write keywords from the story highlighting actions</p>	<p>Full stops, Capital letters, commas, exclamations, statements, questions, commands. Contractions, apostrophes, suffixes, expanded noun phrases, conjunctions, past and present tenses, conjunctions, verbs and adverbs.</p>	<p>Class performance and video of the story.</p>
<p style="text-align: center;">Week 3 22nd - 26th January</p>	<p>use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</p>	<p>Starters - Picture stories, Story circles. Act out the story / Retell using props. Using story maps/mountains from last week. Recap verbs and adverbs. Identify actions in the story. What do they tell us about the characters? Talk about how different verbs can present different moods and feelings of the characters. Select sentences with verbs and adverbs in them and turn sentences with actions from angry to gently etc. Recap the five parts of the story again. Place the events of the story into the correct parts of the story. Think about the actions in each. Children to work together to think about different actions that the piper can do to create the different parts of the world. Through shared compositions children plan and write the story. LA - Write action sentences from the story with adult support</p>	<p>Full stops, Capital letters, commas, exclamations, statements, questions, commands. Contractions, apostrophes, suffixes, expanded noun phrases, conjunctions, past and present tenses, conjunctions, verbs and adverbs.</p>	<p>Create a mini book of how the world was made.</p>

<p style="text-align: center;">Week 4 29th - 2nd February</p>	<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Starter - create own story - Monday Opening (demonstration) Tuesday Build Up (shared composition) Wednesday Problem (improving) Thursday Resolution (demonstration) Friday - Ending (shared composition) Children to create own planet through art. Create a group story soup of characters, events and actions that could be used in the story. Children then select their characters, events (what will be made) actions. Plan story through story map, thinking about 'talking like a story' Proved the MA/LA groups with sentences starters / planning frame. Write independent story. Polish Story - edit with purple and green pen, re write in best handwriting.</p>	<p>Full stops, Capital letters, commas, exclamations, statements, questions, commands. Contractions, apostrophes, suffixes, expanded noun phrases, conjunctions, past and present tenses, conjunctions, verbs and adverbs. plurals</p>	<p>Story sharing with another class,</p>
<p style="text-align: center;">Week 5 5th February - 9th February Assessment Week</p>	<p>speak audibly and fluently with an increasing command of Standard English</p>	<p>Write a story with the title how the beach was made. Create a collage picture of the beach/make a beach in a tuff tray. Create a group story soup of characters, events and actions that could be used in the story. Children then select their characters, events (what will be made) actions. Plan story through story map, thinking about 'talking like a story' Proved the MA/LA groups with sentences starters / planning frame. Write independent story. Polish Story - edit with purple and green pen, re write in best handwriting.</p>	<p>Full stops, Capital letters, commas, exclamations, statements, questions, commands. Contractions, apostrophes, suffixes, expanded noun phrases, conjunctions, past and present tenses, conjunctions, verbs and adverbs, plurals, prefixes, clauses.</p>	<p>Story for WA book and for class scrap book of stories.</p>

Phonics

Impressive Grasshoppers - Ph5

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Teach alternative spellings of phonemes for spelling. Practise reading and spelling words with adjacent consonants and words with newly learned graphemes'

Teach spelling the words **oh, their, people, Mr, Mrs, looked, called, asked**. Practise reading and spelling high frequency words.

Practise reading and spelling polysyllabic words. Practise reading sentences, Practise writing sentences. **Exceptional Dragonflies - Ph4**

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.

Always use the learnt grapheme options when writing in sentences.

Independently refer to support materials when unsure.

Learn all phase 3 and 4 spellings and apply consistently in phonics and then all other pieces of writing.

Perfect Ladybirds - Ph4

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.

Always use the learnt grapheme options when writing in sentences.

Independently refer to support materials when unsure.

Learn all phase 3 and 4 spellings and apply consistently in phonics and then all other pieces of writing.

Fabulous Bumblebees - Ph3

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.

Proud Beetles-Ph2/3

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.

Green Group -Writing Target Emg2

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.

***Demarcate some sentences with capital letters and full stops.**

*With adult support begin to use sentences with different forms in their writing (questions and exclamations).

*Become familiar with past and present tense.

*Begin to join sentences using co-ordination and subordination.

*Identify nouns and adjectives.

***Segment spoken words into phonemes and representing 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

Guided Reading

See Group Half Term target Sheets

Yellow Group -Writing Target Exp1

*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. Plan/draft writing.

Re-read to check for meaning and edit appropriately.

Leave appropriately sized spaces between words.

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.

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.

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.

Keep consistent letter size.

Form lower case letters correctly - correct direction, starting and finishing in right place.

Form capital letters correctly.

Form digits 0 - 9 correctly.

Know which letters belong to which family.

Letters consistently sitting on line.

Guided Reading

See Group Half Term target Sheets

Blue Group - Writing Target Emg1

Compose phrases orally between writing them.

Attempt to apply phonic knowledge in captions of at least three words.

Begin to read aloud their writing clearly enough to be heard by peers and teacher.

Begin to use capital letters and full stops.

Use spaces between words.

Use capital letter for own name.

Begin to recognise where a capital letter is needed

Begin to use connectives.

Begin to hear the phonemes in a spoken word.

Begin to represent phonemes heard by graphemes.

Spell at least 10 common exception words.

Spell correctly words using the 26 letters of the alphabet.

Make a recognisable attempt at spelling the days of the week.

Name the letters of the alphabet when shown.

Begin to use letter names to distinguish between alternative spellings.

Begin to use the suffix 's'.

Begin to use the prefix 'un'.

Begin to use -ing and -ed where no change is needed to the root word.

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.

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.

Sit correctly at a table, holding a pencil.

Guided Reading - See Group Half Term target Sheets

Red Group - Writing Target ELG

Give meaning to the marks they make as they, draw, write and paint. Begin to break the flow of speech into words. Continue a rhyming string.

Hear and say the initial sounds on words. Can segment the sounds in simple words and blend them together.

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.

Links sounds to letters, naming and sounding the letters of the alphabet

Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.

Begin to read words and simple sentences

Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words.

Write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Enjoys an increasing range of books Write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Knows that information can be retrieved from books and computers

Guided Reading

See Group Half Term target Sheets

