Grindon Infant School
Year 2
English Medium Term Planning
2017-2018

Autumn

Pumpkin Soup

Autumn 1

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre	Fiction				Non-Fiction		
	Narrative 1 – Pumpkin Soup				*Recount – Trip*		
	- Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures; Write own story in the style of a traditional tale, using typical settings, characters and events. - Plan and tell a story based on own experience. Improvise and rehearse new dialogue between familiar characters. Explore characters' feelings and situations. Develop writing stamina. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue - Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear. - Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.				- Discuss the sequence of events recounted in texts at a level beyond which they can read independently - Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? - Create simple timelines to record the order of events - Write narratives about personal experiences and those of others, in role (real and fictional)		
Sentence Structure and Punctuation	- Vary sentences using subordination *(when, if, that, because)* e.g. **Jack needed to sell the cow because he needed to get some money…** - Vary sentences using co-ordination *(and, but, so, then)*. For example simple use of co-ordination and repetition e.g. **All the animals laughed and laughed and laughed <u>but</u> the lion was upset…. We tried to press the button <u>but</u> that didn't work <u>so</u> we tried to find the weapons…** - Use different types of sentences e.g. statement, command, question, exclamation e.g. *Statements used to move the story forward* **So all the animals trained and the tortoise won..** - Commands e.g. **please gather all the animals** (polite request) …. **Animals comes to me**(authoritative command) … **Let's have a training competition** (suggestion), **on your marks, get set, go** (order) - Exclamation e.g. **What a nightmare it was!** - Question e.g. **Where are we?** - Apostrophes – some use of possession e.g. *dragon's cave* - Capital letters, full stops, question marks and exclamation marks usually used accurately.				- Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g **It was a great view, I was clapping with excitement…** - Vary and extend sentences using co-ordination *(and, but, or)* e.g. **We enjoyed the trip but the weather was awful …** - Vary sentences using subordination *(when, if, that, because)* e.g. **When we were climbing we had to hold our clipboard on our left hand… I felt very eager because I couldn't wait to see what we were going to do…** - Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts e.g. **Butterfly World, Beamish, Sunderland Museum** - Use different types of sentences e.g. exclamation **How I wished you were there** ! - Use apostrophes to show possession e.g. **The museum's best feature was** - Features of written Standard English evident in writing e.g. **We saw the**		

Writing (row label, vertical)

		• Use commas to separate items in a list e.g. *Badger looked at the sandwich covered in golden sand, slimy green seaweed, black hundreds of ants, tickly feathers and slugs.*		*exhibition*, rather than We seen the exhibition • Use commas to separate items in a list e.g. *For lunch we had sandwiches, crisps and fruit…. On the way we sang The Wheels on the Bus, The King is in the Castle and When you're happy and you know it.* Explore how commas are used to separate adjectives in lists, for example, *a tall, grand building*	

Reading	**Text Structure and Organisation**	• Consistent use of tenses, present and past e.g. *They fell down and zoomed, zoomed and zoomed all the way to the bottom. The house crashed and there were two boys.* • Pupils' writing shows language and structural features of narrative *e.g. typical settings, character and events* • Pupils' writing shows an awareness of purpose, form and audience of the narrative. • Basic sequencing of ideas *e.g. time related words or phrases e.g. Then all the animals…* • Opening / closing signalled e.g *.beginning, middle and end e.g. Once upon a time,…. they all lived happily ever after* • Related points next to each other. • Narrative includes setting, character and plot.	• Consistent use of past tense. • Pupils' writing shows language and structural features of recounts e.g. time order, possibly based on first-hand experience, opinions and detail to interest reader. • Basic sequencing of ideas *e.g. time related words or phrases.* Collect a wider range of words and phrases to support chronology e.g. *next, when, after, before, finally, at the end of the day* • Opening / closing signalled related to timeline of events. • Related points next to each other.
	Vocabulary	• Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e*.g. the dragon thundered furiously down the path* • Use new vocabulary and patterned phrases from their reading . • Take an interest in, enjoy and explore new vocabulary in order to support their writing. • Use expanded noun phrases to describe/specify *e.g. The green dragon…. The biggest midnight feast in their life….* • Use of the progressive form of verbs in the present and past tense to mark actions in progress *e.g. The lion was in the lead and everyone was cheering for the lion but the tortoise ran past.*	• Use technical vocabulary related to the context of the recount • Use expanded noun phrases to describe and specify *e.g.* experiment with expanding noun phrases to provide factual detail for the reader, for example, *old toys, large room, enormous machines, pretend wooden drawbridge* • Explore and collect commonly used pronouns e.g. *I, we, our*
	Themes and Conventions	• Identify features of familiar texts *e.g. "There's always a baddie; "They all have happy ending"*	
	Comprehension	• Express personal responses, including likes and dislikes; give some reasons linked to own experiences • Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known	• Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Discuss the significance of simple text features e.g. title, events
	Inference	• Link what they read or hear read to their own experiences • Use role play to identify with characters and make inferences on the basis of what is being said and done *e.g. "The children were scared of the dragon because they ran away."*	
	Language for Effect	• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases *e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."* • Try out the language they have listened to *e.g. through role play, retelling stories*	• Discuss word meanings, linking new meanings to those already known *e.g. "Enormous means big."*

Autumn 2							

	Week	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Writing	**Genre**	Non-Fiction			Fiction			Assessment
		Instructions – Making Pumpkin Soup			*Narrative 2 – A Pipkin of Pepper*			TBC
		• Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. • Analyse some instructional texts and note their function, form and			• Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures; Write own story in the style of a traditional tale, using typical settings, characters and events.			

		• Plan and tell a story based on own experience. Improvise and rehearse new dialogue between familiar characters. Explore characters' feelings and situations. Develop writing stamina. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue	
	• As part of a group with the teacher, compose a set of instructions with additional diagrams. Write extended instructions independently e.g. getting to school, playing a game	• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear.	
	typical language features	• Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	
Sentence Structure and Punctuation	• Clarify instructions using subordination *(when, if, that, because)* e.g. **Take the cake out of the oven <u>when</u> the top looks golden brown.** • Vary sentences using co-ordination *(and, but, or)* e.g. **Spread the icing all over the top <u>but</u> not too close to the edge…. Get two pieces of paper and draw a box with a cross or a dot in the middle…** • Use different types of sentences e.g. statement, question, exclamation e.g. • Write titles to show what the instructions are about, e.g. **How to look after a goldfish.** • Make an exclamatory statement e.g. **What a delicious treat!** • Explore and generate negative commands, for example, **Do not open the oven door; Do not use any glue at this stage.** • Capital letters, full stops, question marks used accurately. • Use commas to separate items in a list e.g. *list of materials or ingredients.*	• Vary sentences using subordination *(when, if, that, because)* e.g. **Jack needed to sell the cow because he needed to get some money…** • Vary sentences using co-ordination *(and, but, so, then)*. For example simple use of co-ordination and repetition e.g. **All the animals laughed and laughed and laughed <u>but</u> the lion was upset…. We tried to press the button <u>but</u> that didn't work <u>so</u> we tried to find the weapons…** • Use different types of sentences e.g. statement, command, question, exclamation *e.g.* • *Statements used to move the story forward* **So all the animals trained and the tortoise won..** • Commands e.g. **please gather all the animals** (polite request) …. **Animals comes to me**(authoritative command) … **Let's have a training competition** (suggestion), **on your marks, get set, go** (order) • Exclamation e.g. **What a nightmare it was!** • Question e.g. **Where are we?** • Apostrophes – some use of possession e.g. **dragon's cave** • Capital letters, full stops, question marks and exclamation marks usually used accurately. • Use commas to separate items in a list e.g. **Badger looked at the sandwich covered in golden sand, slimy green seaweed, black hundreds of ants, tickly feathers and slugs.**	
Text Structure and Organisation	• Consistent use of tenses. • Pupils' writing shows structural features of instructional text – *e.g.* a statement of purpose, list of materials or ingredients, sequential steps • Pupils' writing shows an awareness of purpose and audience • Basic sequencing of ideas *e.g. numbered lists.*	• Consistent use of tenses, present and past e.g. **They <u>fell</u> down and <u>zoomed</u>, <u>zoomed</u> and <u>zoomed</u> all the way to the bottom. The house <u>crashed</u> and there <u>were</u> two boys.** • Pupils' writing shows language and structural features of narrative *e.g. typical settings, character and events* • Pupils' writing shows an awareness of purpose, form and audience of the narrative • Basic sequencing of ideas *e.g. time related words or phrases e.g.* **Then all the animals…** • Opening / closing signalled e.g *.beginning, middle and end e.g.* **Once upon a time,…. they all lived happily ever after** • Related points next to each other. • Narrative includes setting, character and plot.	
Vocabulary	• Use of adjectives and adverbs limited to giving essential information. • Use expanded noun phrases to describe and specify *e.g.* **a large**	• Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e.g. **the dragon thundered furiously down the path**	

		• bucket, sharp scissors, thick card.. • Generate synonyms for over-used imperative verbs, e.g. *chop, slice, cut*	• Use new vocabulary and patterned phrases from their reading . • Take an interest in, enjoy and explore new vocabulary in order to support their writing. • Use expanded noun phrases to describe/specify e.g. **The green dragon…. The biggest midnight feast in their life….** • Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. **The lion was in the lead and everyone <u>was cheering</u> for the lion but the tortoise <u>ran</u> past.**	

Reading

Themes and Conventions	• Identify features of familiar texts *e.g. "There's always a baddie; "They all have happy ending"*	• Make connections between texts *e.g. "This is like a traditional tale because there's an evil witch/a bad wolf"*	Salford Reading Test
Comprehension	• Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction • Discuss the significance of simple text features e.g. title, events	• Discuss new vocabulary and link meanings to what is already known	Phonics Check for those children who will need to re-sit.
Inference		• Draw on what they already know or on background information and vocabulary provided by the teacher *e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."* • Predict what might happen on the basis of what has been read so far *e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."*	
Language for Effect	• Discuss word meanings, linking new meanings to those already known *e.g. "Enormous means big."*	• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases *e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."* • Comment on obvious features of language *e.g. rhymes and refrains, significant words and phrases*	

Spring

Walking Through the Rainforest

Spring 1

Writing

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre	*Non-Fiction*				*Fiction*		
	Non Chronological Report – Zoolab / Rainforest Animals				*Narrative 3*		
	• After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. • Distinguish between a description of a single member of a group and the group in general • Read texts containing information in a simple report format. • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.				• Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures; Write own story in the style of a traditional tale, using typical settings, characters and events. • Plan and tell a story based on own experience. Improvise and rehearse new dialogue between familiar characters. Explore characters' feelings and situations. Develop writing stamina. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue • Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read		

			aloud with appropriate intonation to make the meaning clear.
			• Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
	Sentence Structure and Punctuation	• Vary sentences using subordination *(when, if, that, because)* e.g. ***The Grasslands are very hot because they are near the equator and are in Africa.*** • Vary sentences using co-ordination *(and, but, or)* e.g. ***Lions have big furry manes but male lions have even bigger furry manes.*** • Use different types of sentences e.g. statement, exclamation and question *e.g.* • Identify sentences in the opening paragraphs of simple reports that answer the questions : Who? What? When? Where? • Begin reports by asking a direct question e.g. ***Have you ever heard of a Hammerhead shark?*** • Use an exclamation sentence e.g. ***What an incredible animal the shark is!*** • Capital letters, full stops, question marks used accurately e.g. explore the of capitalisation for common and proper nouns in the context of reports for example, ***Bees belong to a larger family of insects known as Apoidea.*** • Features of written Standard English evident in writing • Use commas to separate items in a list.	• Vary sentences using subordination *(when, if, that, because)* e.g. ***Jack needed to sell the cow because he needed to get some money…*** • Vary sentences using co-ordination *(and, but, so, then)*. For example simple use of co-ordination and repetition e.g. ***All the animals laughed and laughed and laughed <u>but</u> the lion was upset…. We tried to press the button <u>but</u> that didn't work <u>so</u> we tried to find the weapons…*** • Use different types of sentences e.g. statement, command, question, exclamation *e.g.* • *Statements used to move the story forward* **So all the animals trained and the tortoise won..** • Commands e.g. ***please gather all the animals*** (polite request) …. ***Animals comes to me***(authoritative command) … **Let's have a training competition** (suggestion), **on your marks, get set, go** (order) • Exclamation e.g. ***What a nightmare it was!*** • Question e.g. ***Where are we?*** • Apostrophes – some use of possession e.g. ***dragon's cave*** • Capital letters, full stops, question marks and exclamation marks usually used accurately. • Use commas to separate items in a list e.g. ***Badger looked at the sandwich covered in golden sand, slimy green seaweed, black hundreds of ants, tickly feathers and slugs.***
	Text Structure and Organisation	• Consistent use of tenses, present and past. • Pupils' writing shows language and structural features of given text – *e.g. opening statement followed by a more detailed or technical classification, written in third person, focus on generic subjects rather than specific ones.* • Pupils' writing shows an awareness of purpose, form and audience. • Basic sequencing of ideas *e.g. line-breaks, sub-headings and headings.* • Opening / closing signalled e.g. 'Introduction/development/ conclusion • Related points next to each other.	• Consistent use of tenses, present and past e.g. ***They <u>fell</u> down and zoomed, zoomed and zoomed all the way to the bottom. The house crashed and there <u>were</u> two boys.*** • Pupils' writing shows language and structural features of narrative *e.g. typical settings, character and events* • Pupils' writing shows an awareness of purpose, form and audience of the narrative • Basic sequencing of ideas *e.g. time related words or phrases e.g.* ***Then all the animals…*** • Opening / closing signalled e.g *.beginning, middle and end e.g.* ***Once upon a time,…. they all lived happily ever after*** • Related points next to each other. • Narrative includes setting, character and plot.

	Vocabulary	• Use technical vocabulary, *e.g.* ***the forest canopy***
		• Use new vocabulary and patterned phrases from their reading and research.
		• Use expanded noun phrases to describe and specify *e.g.*
		   ➢ Explore the difference between proper nouns and general nouns and identify their use in non-chronological reports
		   ➢ Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. ***scaly bodies, long swishy tails, black hair at the end of their tail***
		   ➢ Explore the inappropriateness of empty adjectives which do not help the reader to learn
			• Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e.*g.* ***the dragon thundered furiously down the path***
			• Use new vocabulary and patterned phrases from their reading .
			• Take an interest in, enjoy and explore new vocabulary in order to support their writing.
			• Use expanded noun phrases to describe/specify *e.g.* ***The green dragon…. The biggest midnight feast in their life….***
			• Use of the progressive form of verbs in the present and past tense to mark actions in progress *e.g.* ***The lion was in the lead and everyone <u>was</u>***

		more about the topic e.g. **pretty wings** ➤ Collect and use examples of noun phrases to generalise e.g. **most** butterflies, **some** insects, **all** hedgehogs and consider their meaning.				_cheering_ for the lion but the tortoise _ran past_.		

Reading	**Themes and Conventions**	• Identify factual texts _e.g. "This tells you about animals/houses"_	• Make connections between texts _e.g. "This is like a traditional tale because there's an evil witch/a bad wolf"_
	Comprehension	• Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction • Discuss the significance of simple text features e.g. title, events	• Discuss new vocabulary and link meanings to what is already known
	Inference		• Draw on what they already know or on background information and vocabulary provided by the teacher _e.g. "He must be going on holiday – he's packing his case,"_ or _"The mother stays by the nest to protect the eggs."_ • Predict what might happen on the basis of what has been read so far _e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."_
	Language for Effect	• Discuss word meanings, linking new meanings to those already known _e.g. "Enormous means big."_	• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases _e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."_ • Comment on obvious features of language _e.g. rhymes and refrains, significant words and phrases_

Spring 2							

	Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Writing	Genre	_Poetry_			_Fiction_			
		Poetry 1 – Rumble in the Jungle / Riddles			_Narrative 4_			
		• Children hear, read, respond to and write poems with particular patterns. They focus on the playful exploration of language and its potential use, without necessarily being constrained by 'making sense' • As a class and in groups, children hear, read and respond to a range of poems with different patterned structures. They then explore the different patterns created, both by the ways words and phrases are used and sequenced, and by the way the text is laid out on page or screen. They sort poems according to their pattern type, and then perform some of them in appropriate fashion. Note: For this particular unit, it is more important that the texts are selected as representing these different structural and language patterns than that they tie in with any particular subject matter of theme. • With extensive contribution from and involvement by children, the teacher models and explores writing in several different patterned forms. Opportunity is taken to focus on playful and inventive language choices, further developing children's vocabulary and their word-reading and writing skills in the process. • Following on from this modelling, children in pairs or individually (possibly then working with a response partner) write their own simple patterned texts (on paper or on screen), developing their writing from a given beginning, following a particular pattern or within a given appropriate frame. Outcomes are then shared and discussed.			• Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures; Write own story in the style of a traditional tale, using typical settings, characters and events. • Plan and tell a story based on own experience. Improvise and rehearse new dialogue between familiar characters. Explore characters' feelings and situations. Develop writing stamina. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue • Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear. • Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.			

	Sentence Structure and Punctuation	• Vary sentences using subordination *(when, if, that, because)* e.g. *Jack needed to sell the cow because he needed to get some money…* • Vary sentences using co-ordination *(and, but, so, then).* For example simple use of co-ordination and repetition e.g. *All the animals laughed and laughed and laughed <u>but</u> the lion was upset…. We tried to press the button <u>but</u> that didn't work <u>so</u> we tried to find the weapons…* • Apostrophes – some use of possession e.g. *dragon's cave* • Capital letters, full stops, question marks and exclamation marks usually used accurately. Use commas to separate items in a list e.g. *Badger looked at the sandwich covered in golden sand, slimy green seaweed, black hundreds of ants, tickly feathers and slugs.*	• Vary sentences using subordination *(when, if, that, because)* e.g. *Jack needed to sell the cow because he needed to get some money…* • Vary sentences using co-ordination *(and, but, so, then).* For example simple use of co-ordination and repetition e.g. *All the animals laughed and laughed and laughed <u>but</u> the lion was upset…. We tried to press the button <u>but</u> that didn't work <u>so</u> we tried to find the weapons…* • Use different types of sentences e.g. statement, command, question, exclamation *e.g.* • *Statements used to move the story forward So all the animals trained and the tortoise won..* • Commands e.g. *please gather all the animals* (polite request) …. *Animals comes to me*(authoritative command) … *Let's have a training competition* (suggestion), **on your marks, get set, go** (order) • Exclamation e.g. *What a nightmare it was!* • Question e.g. *Where are we?* • Apostrophes – some use of possession e.g. *dragon's cave* • Capital letters, full stops, question marks and exclamation marks usually used accurately. • Use commas to separate items in a list e.g. *Badger looked at the sandwich covered in golden sand, slimy green seaweed, black hundreds of ants, tickly feathers and slugs.*	
	Text Structure and Organisation	• Pupils' writing shows an awareness of purpose, form and audience of the narrative	• Consistent use of tenses, present and past e.g. *They <u>fell</u> down and <u>zoomed, zoomed and zoomed</u> all the way to the bottom. The house <u>crashed</u> and there <u>were</u> two boys.* • Pupils' writing shows language and structural features of narrative *e.g. typical settings, character and events* • Pupils' writing shows an awareness of purpose, form and audience of the narrative • Basic sequencing of ideas *e.g. time related words or phrases e.g.* **Then all the animals…** • Opening / closing signalled e.g *.beginning, middle and end e.g.* **Once upon a time,…. they all lived happily ever after** • Related points next to each other. • Narrative includes setting, character and plot.	
	Vocabulary	• Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e.*g. the dragon thundered furiously down the path* • Use new vocabulary and patterned phrases from their reading . • Take an interest in, enjoy and explore new vocabulary in order to support their writing. • Use expanded noun phrases to describe/specify *e.g. The green dragon…. The biggest midnight feast in their life….*	• Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e.g. *the dragon thundered furiously down the path* • Use new vocabulary and patterned phrases from their reading . • Take an interest in, enjoy and explore new vocabulary in order to support their writing. • Use expanded noun phrases to describe/specify *e.g. The green dragon…. The biggest midnight feast in their life….* • Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. *The lion was in the lead and everyone <u>was cheering</u> for the lion but the tortoise <u>ran</u> past.*	
Reading	**Themes and Conventions**		• Make connections between texts e.g. *"This is like a traditional tale because there's an evil witch/a bad wolf"*	
	Comprehension	• Discuss new vocabulary and link meanings to what is already known	• Discuss new vocabulary and link meanings to what is already known	

	Inference	• Draw on what they already know or on background information and vocabulary provided by the teacher *e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."* • Predict what might happen on the basis of what has been read so far *e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."*	• Draw on what they already know or on background information and vocabulary provided by the teacher *e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."* • Predict what might happen on the basis of what has been read so far *e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."*	
	Language for Effect	• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases *e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."* • Comment on obvious features of language *e.g. rhymes and refrains, significant words and phrases*	• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases *e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."* • Comment on obvious features of language *e.g. rhymes and refrains, significant words and phrases*	

Summer

The Snail and the Whale

Summer 1

	Week	Week 1	Week 2	Week 3	Week 4	Week 5	
Writing	Genre	*Non-Fiction*			*Poetry 2*		
		Recount – Trincomalee Trip			*Poetry – Edward Lear*		
		• Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? • Create simple timelines to record the order of events • Write narratives about personal experiences and those of others, in role (real and fictional)			• Children hear, read, respond to and write poems with particular patterns. They focus on the playful exploration of language and its potential use, without necessarily being constrained by 'making sense' • As a class and in groups, children hear, read and respond to a range of poems with different patterned structures. They then explore the different patterns created, both by the ways words and phrases are used and sequenced, and by the way the text is laid out on page or screen. They sort poems according to their pattern type, and then perform some of them in appropriate fashion. Note: For this particular unit, it is more important that the texts are selected as representing these different structural and language patterns than that they tie in with any particular subject matter of theme. • With extensive contribution from and involvement by children, the teacher models and explores writing in several different patterned forms. Opportunity is taken to focus on playful and inventive language choices, further developing children's vocabulary and their word-reading and writing skills in the process. • Following on from this modelling, children in pairs or individually (possibly then working with a response partner) write their own simple patterned texts (on paper or on screen), developing their writing from a		

			given beginning, following a particular pattern or within a given appropriate frame. Outcomes are then shared and discussed.	
	Sentence Structure and Punctuation	• Use of the progressive form of verbs in the present and past tense to mark actions in progress *e.g It was a great view, I was clapping with excitement…* • Vary and extend sentences using co-ordination *(and, but, or)* e.g. *We enjoyed the trip but the weather was awful …* • Vary sentences using subordination *(when, if, that, because)* e.g. *When we were climbing we had to hold our clipboard on our left hand… I felt very eager because I couldn't wait to see what we were going to do…* • Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts e.g. *Butterfly World, Beamish, Sunderland Museum* • Use different types of sentences e.g. exclamation *How I wished you were there* ! • Use apostrophes to show possession *e.g. The museum's best feature was* • Features of written Standard English evident in writing e.g*. We saw the exhibition*, rather than We seen the exhibition • Use commas to separate items in a list e.g *For lunch we had sandwiches, crisps and fruit…. On the way we sang The Wheels on the Bus, The King is in the Castle and When you're happy and you know it.* Explore how commas are used to separate adjectives in lists, for example, *a tall, grand building*	• Vary sentences using subordination *(when, if, that, because)* e.g. *Jack needed to sell the cow because he needed to get some money…* • Vary sentences using co-ordination *(and, but, so, then)*. For example simple use of co-ordination and repetition e.g. *All the animals laughed and laughed and laughed* <u>*but*</u> *the lion was upset…. We tried to press the button* <u>*but*</u> *that didn't work* <u>*so*</u> *we tried to find the weapons…* • Apostrophes – some use of possession e.g. *dragon's cave* • Capital letters, full stops, question marks and exclamation marks usually used accurately. Use commas to separate items in a list e.g. *Badger looked at the sandwich covered in golden sand, slimy green seaweed, black hundreds of ants, tickly feathers and slugs.*	
	Text Structure and Organisation	• Consistent use of past tense. • Pupils' writing shows language and structural features of recounts e.g. time order, possibly based on first-hand experience, opinions and detail to interest reader. • Basic sequencing of ideas *e.g. time related words or phrases*. Collect a wider range of words and phrases to support chronology e.g*. next, when, after, before, finally, at the end of the day* • Opening / closing signalled related to timeline of events. • Related points next to each other.	• Pupils' writing shows an awareness of purpose, form and audience of the narrative	
	Vocabulary	• Use technical vocabulary related to the context of the recount • Use expanded noun phrases to describe and specify *e.g.* experiment with expanding noun phrases to provide factual detail for the reader, for example, *old toys, large room, enormous machines, pretend wooden drawbridge* • Explore and collect commonly used pronouns e.g. *I, we, our*	• Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e.g*. the dragon thundered furiously down the path* • Use new vocabulary and patterned phrases from their reading . • Take an interest in, enjoy and explore new vocabulary in order to support their writing. • Use expanded noun phrases to describe/specify e.g. *The green dragon…. The biggest midnight feast in their life….*	

	Themes and Conventions						
Reading	Comprehension	• Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Discuss the significance of simple text features e.g. title, events			• Discuss new vocabulary and link meanings to what is already known		
	Inference				• Draw on what they already know or on background information and vocabulary provided by the teacher *e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."* • Predict what might happen on the basis of what has been read so far *e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."*		
	Language for Effect	• Discuss word meanings, linking new meanings to those already known *e.g. "Enormous means big."*			• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases *e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."* • Comment on obvious features of language *e.g. rhymes and refrains, significant words and phrases*		

Summer 2							
	Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Genre	*Non-Fiction*			*Non-Fiction*		*Assessment Week*
		Newspaper Reports – Linked to Recount			*Information Text – Under the Sea Animals*		TBC
Writing		• Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? • Create simple timelines to record the order of events • Write narratives about personal experiences and those of others, in role (real and fictional)			• After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. • Distinguish between a description of a single member of a group and the group in general • Read texts containing information in a simple report format. • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.		
	Sentence Structure and Punctuation	• Use of the progressive form of verbs in the present and past tense to mark actions in progress *e.g It was a great view, I was clapping with excitement…* • Vary and extend sentences using co-ordination *(and, but, or) e.g. We enjoyed the trip but the weather was awful …* • Vary sentences using subordination *(when, if, that, because) e.g. When we were climbing we had to hold our clipboard on our left hand… I felt very eager because I couldn't wait to see what we were going to do…* • Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts e.g. *Butterfly*			• Vary sentences using subordination *(when, if, that, because) e.g. The Grasslands are very hot because they are near the equator and are in Africa.* • Vary sentences using co-ordination *(and, but, or) e.g. Lions have big furry manes but male lions have even bigger furry manes.* • Use different types of sentences e.g. statement, exclamation and question *e.g.* • Identify sentences in the opening paragraphs of simple reports that answer the questions : Who? What? When? Where?		

		World, Beamish, Sunderland Museum • Use different types of sentences e.g. exclamation *How I wished you were there* ! • Use apostrophes to show possession *e.g. The museum's best feature was* • Features of written Standard English evident in writing e.g*. We saw the exhibition*, rather than We seen the exhibition • Use commas to separate items in a list e.g*. For lunch we had sandwiches, crisps and fruit…. On the way we sang The Wheels on the Bus, The King is in the Castle and When you're happy and you know it.* Explore how commas are used to separate adjectives in lists, for example, *a tall, grand building*	• Begin reports by asking a direct question e.g. *Have you ever heard of a Hammerhead shark?* • Use an exclamation sentence e.g. *What an incredible animal the shark is!* • Capital letters, full stops, question marks used accurately e.g. explore the of capitalisation for common and proper nouns in the context of reports for example, *Bees belong to a larger family of insects known as Apoidea.* • Features of written Standard English evident in writing • Use commas to separate items in a list.	
	Text Structure and Organisation	• Consistent use of past tense. • Pupils' writing shows language and structural features of recounts e.g. time order, possibly based on first-hand experience, opinions and detail to interest reader. • Basic sequencing of ideas *e.g. time related words or phrases*. Collect a wider range of words and phrases to support chronology e.g*. next, when, after, before, finally, at the end of the day* • Opening / closing signalled related to timeline of events. • Related points next to each other.	• Consistent use of tenses, present and past. • Pupils' writing shows language and structural features of given text – *e.g. opening statement followed by a more detailed or technical classification, written in third person, focus on generic subjects rather than specific ones.* • Pupils' writing shows an awareness of purpose, form and audience. • Basic sequencing of ideas *e.g. line-breaks, sub-headings and headings.* • Opening / closing signalled e.g. *'Introduction/development/ conclusion* • Related points next to each other.	

	Vocabulary	• Use technical vocabulary related to the context of the recount
		• Use expanded noun phrases to describe and specify e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, *old toys, large room, enormous machines, pretend wooden drawbridge*
		• Explore and collect commonly used pronouns e.g. *I, we, our*
			• Use technical vocabulary, *e.g. the forest canopy*
			• Use new vocabulary and patterned phrases from their reading and research.
			• Use expanded noun phrases to describe and specify *e.g.*
			  ➢ Explore the difference between proper nouns and general nouns and identify their use in non-chronological reports
			  ➢ Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. *scaly bodies, long swishy tails, black hair at the end of their tail*
			  ➢ Explore the inappropriateness of empty adjectives which do not help the reader to learn more about the topic e.g. **pretty wings**
			  ➢ Collect and use examples of noun phrases to generalise e.g. **most** butterflies, **some** insects, **all** hedgehogs and consider their meaning.	

Reading	**Themes and Conventions**		• Identify factual texts *e.g. "This tells you about animals/houses"*	
	Comprehension	• Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Discuss the significance of simple text features e.g. title, events	• Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction • Discuss the significance of simple text features e.g. title, events	
	Inference			
	Language for Effect	• Discuss word meanings, linking new meanings to those already known e.g. *"Enormous means big."*	• Discuss word meanings, linking new meanings to those already known e.g. *"Enormous means big."*	

Narrative 14-15 Weeks **Non-Fiction** (Recounts, Explanations, Letters/Postcards, Instructions, reports) 12-13 Weeks **Poetry** 5 Weeks
Weekly extended writing sessions and writing during Enrichment Weeks In addition to the units detailed above, opportunities for pupils to independently apply and consolidate their writing composition skills should be planned for during: • Weekly extended writing sessions (fiction and non-fiction) this may also include focus on a particular skill (e.g. use of language to create an image in the reader's mind) • Half-termly enrichment weeks/trips/activities • Cross-curricular learning

All units of work should be based round a text and follow the "Talk for Writing" model

1) **Imitation:**

"It is hard to write in any form if you are unfamiliar with it". This stage focuses on children understanding and "internalising" the story, its structure and any language features/patterns

   a. Listening to the teacher reading and rereading a tale – Teacher using "Booktalk" when reading out loud – i.e. when you read to the class you "externalise" all the thoughts and questions you would have internally as a fluent and confident reader. (e.g. I wonder why the character is going to do that…. That wasn't a very kind thing to do…I wouldn't do that if I was that character…That makes me think of the beach I went to in the holidays)

   b. Joining in and retelling – *IF YOU CAN'T SAY IT YOU CAN'T WRITE IT*

   c. Analysing and discussing the different features of the text (e.g. vocabulary, use of language and its impact on the reader organisational features, spelling/grammar linked to what is being or has been taught in class)

2) **Innovation:**

Now that the children know the text/story well they are ready to change it

   a. You cannot "innovate" unless you have something to base it on – this should have come from the "Imitation" phase

   b. Its purpose: To allow the young writer to use a "coat hanger" of a known pattern to structure a few new ideas (generated as a class, group or by the writer individually)

   c. Innovation may be very simple – e.g. retelling a story but just changing the names of the characters or the setting

   d. Later on, innovation may become more complex, with the whole text being unpicked and a whole new story written based on the underlying structure/character/dilemma etc

3) **Invention:**

The ultimate goal! Children write independently, fluently and creatively because they are familiar with the text type and its conventions