



Grindon Infant School Year 2 English Medium Term Planning 2022-2023

Autumn 1-Midnight Zoo

Fiction	Non-Fiction
Narrative-Midnight Zoo	Non-Chronological Report
<p>Retell a 3-part story that has a key central character.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language. [SEP]Demarcate sentences with capital letters and full stops. [SEP]Understand how to write in the past tense. [SEP]Write in the first and third person. [SEP]Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) [SEP]Form lower-case letters in the correct direction, starting and finishing in the right place. [SEP]Form lower-case letters of the correct size relative to one another in some of their writing. [SEP]Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly. [SEP]Spell most common exception words taught so far. [SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">Read turquoise banded books with 90% accuracy without overt sounding out. [SEP]Recall a story structured into 3 parts with detail and story language. [SEP]In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. [SEP]Read accurately words of two or more syllables that contain the same GPCs as those taught. [SEP]Answer questions on what has been read in discussion with the teacher and make simple inferences. [SEP]Identify some words and phrases they like and begin to say why. [SEP]Use personal experience to connect with texts [SEP]Begin to comment on language choices. [SEP]Work out meanings of new vocabulary from context. [SEP] <p>Transform for GDS Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">Expand information using some subordination AND co-ordination. [SEP]Use some expanded noun phrases to describe and specify. [SEP]Use a wider range of adjectives e.g. superlative and comparative adjectives. [SEP]Structure own writing deciding on what goes in each part. [SEP]	<p>Use information from research to group and assemble information into a short non-chronological report.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">Use information from research to group and assemble information into a short non-chronological report. [SEP]Write about a real event, recording it simply and clearly. [SEP]Demarcate sentences with capital letters and full stops. [SEP]Understand how to write in the past tense. [SEP]Write in the first and third person. [SEP]Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) [SEP]Form lower-case letters in the correct direction, starting and finishing in the right place. [SEP]Form lower-case letters of the correct size relative to one another in some of their writing [SEP]Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly. [SEP]Spell most common exception words taught so far. [SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">Read turquoise banded books with 90% accuracy without overt sounding out. [SEP]Find information from research and take simple notes. [SEP]Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways [SEP]In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. [SEP]Read accurately words of two or more syllables that contain the same GPCs as those taught. [SEP]Answer questions on what has been read in discussion with the teacher and make simple inferences. [SEP]Identify some words and phrases they like and begin to say why. [SEP]Use personal experience to connect with texts [SEP]Begin to comment on language choices. [SEP]Work out meanings of new vocabulary from context. [SEP] <p>Transform for GDS Expand on the information using subordination, co-ordination, expanded noun phrases to describe</p>

- Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)**
- Discuss favourite words and phrases and give reasons for the choice.
 - Predict what might happen with responses linked closely to the story characters, plot and language read so far.
 - Can independently identify key features and use these to help find information.
 - In a book they can read independently explain what has happened so far, answer questions and make simple inferences.
 - Read most multi-syllable words containing taught GPCs at Phase 4.
 - Show some inference at a basic level.
 - Make suggestions about what will happen next in the story based on what has happened so far.

- and specify.
- Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)**
- Expand information using some subordination AND co-ordination.
 - Use some expanded noun phrases to describe and specify.
 - Use a wider range of adjectives e.g. superlative and comparative adjectives.
 - Structure own writing deciding on what goes in each part.
- Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)**
- Discuss favourite words and phrases and give reasons for the choice.
 - Explain how non-fiction books are used.
 - Can independently identify key features and use these to help find information.
 - In a book they can read independently explain what has happened so far, answer questions and make simple inferences.
 - Read most multi-syllable words containing taught GPCs at Phase 4.
 - Show some inference at a basic level.

English Lesson Focus

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Midnight Zoo Pink Piece Imitation-Learn a version of the story- no more than 250 words. Whole Class Story Mountain. Write Story.	TFW- Midnight Zoo Innovation-Change missing animal Whole Class Story Mountain then children to plan their innovation on post its on mountain. Write innovated story.	TFW-Own Story Independent Application Create Story Mountain for own story. Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Non Chronological report about an elephant. Pink Piece Imitation-Learn a non-chronological report-no more than 250 words.	TFW-Non-Chronological Report Innovation-Change to another animal. Whole Class Box It Up then children to add their innovation on an additional column. Write innovated non-chronological report.	TFW-Own Non-Chronological Report Create own Box It Up Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Poetry Wizard's Pocket

Reading PM Lesson Focus

Fiction-Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	Non-Fiction-Identify similarities and differences between fiction and non-fiction; understand how they are structured.	Poetry- Talk about own views, the subject matter and possible meanings in poems. Identify descriptive language e.g. adjectives. Comment on which words have most effect and why.	Fiction- Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave. Describe and compare characters from different stories, expressing own views using words and phrases from texts.	Non-Fiction- Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. Note the features of non-fiction books that are structured in different ways.	Poetry- Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.	Non Fiction-Use dictionaries and glossaries to locate words by using initial letter.
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