



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

Spring 1-Tell me a Dragon

Fiction	Non-Fiction
Narrative-Tell me a Dragon	Instructions
<p>Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write simple, coherent narratives in four parts [SEP]• Write about a real experience structured appropriately [SEP]• Expand noun phrases to describe and specify [SEP]• Demarcate many sentences with capital letters and full stops, and use question marks correctly when required [SEP]• Use capital "I" for personal pronouns [SEP]• Use a wider range of subordination (e.g. when/if/that/ because) to join clauses [SEP]• Form lower-case letters of the correct size relative to one another in most of their writing [SEP]• Use spacing between words that reflects the sizes of the letters [SEP]• Spell common exception words covered so far [SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read purple/gold banded books with 90% accuracy without overt sounding out. [SEP]• Independently recount the main events in the stories covered over the term. [SEP]• Read most common exception words. [SEP]• Read most words containing common suffixes. [SEP]• Comment on language choices and the effect on the reader. [SEP]• With scaffolding and prompts comment on the effect of different sentence types and punctuation. [SEP]• Discuss their favourite words and phrases and give reasons for their choice. [SEP]• Predict what might happen with responses aligned closely to the story characters, plot and language read. [SEP]• Work out meanings of some new vocabulary from context and knowledge. [SEP]• Make plausible inferences based on a single point of reference in the text. [SEP]• Recognise patterns of literary language. [SEP] <p>Transform for GDS</p> <p>Revise the way the [SEP] nouns are expanded e.g. Adjectives after the noun, before the noun and use of additional information.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Identify where words are spelt incorrectly. [SEP]• Edit own writing with simple corrections. [SEP]• Add suffixes to spell some words correctly. [SEP]	<p>Write instructions [SEP] with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write about a real experience structured appropriately [SEP]• Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands [SEP]• Expand noun phrases to describe and specify [SEP]• Demarcate many sentences with capital letters and full stops, and use question marks correctly when required [SEP]• Use capital "I" for personal pronouns [SEP]• Use a wider range of subordination (e.g. when/if/that/ because) to join clauses [SEP]• Form lower-case letters of the correct size relative to one another in most of their writing [SEP]• Use spacing between words that reflects the sizes of the letters [SEP]• Spell common exception words covered so far [SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read purple/gold banded books with 90% accuracy without overt sounding out. [SEP]• Identify key features of instructional texts. [SEP]• Identify key features of recount texts. [SEP]• Read most common exception words. [SEP]• Read most words containing common suffixes. [SEP]• Comment on language choices and the effect on the reader. [SEP]• With scaffolding and prompts comment on the effect of different sentence types and punctuation. [SEP]• Discuss their favourite words and phrases and give reasons for their choice. [SEP]• Work out meanings of some new vocabulary from context and knowledge. [SEP]• Make plausible inferences based on a single point of reference in the text. [SEP] <p>Transform for GDS</p> <p>Extend and clarify instructions using expanded nouns, subordination and co- ordination to specify and add detail.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) [SEP]</p> <ul style="list-style-type: none">• Write effectively and coherently to recount, instruct and entertain [SEP]• Decide on the structure of writing based on its form. [SEP]• Know what features to change when changing the form of writing. [SEP]

<ul style="list-style-type: none"> Experiment with cursive writing. Understand 1st person and 3rd person writing. Experiment with a range of ways of expanding nouns. Experiment with adverbs. <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Recognise when reading does not make sense and self-correct without undue hesitation. Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. Use evidence including quotations from or references to text. Comment and explain the effect of different sentence types and punctuation on the reader. Comment on language choices, reasoning about their use. Show some awareness that writers have viewpoints. 	<ul style="list-style-type: none"> Identify where words are spelled incorrectly. Edit own writing with simple corrections. Add suffixes to spell some words correctly. Experiment with cursive writing. Understand 1st person and 3rd person writing. Experiment with a range of ways of expanding nouns. Experiment with adverbs. <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. Recognise when reading does not make sense and self-correct without undue hesitation Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. Use evidence including quotations from or references to text Comment and explain the effect of different sentence types and punctuation on the reader. Comment on language choices, reasoning about their use. <p>Show some awareness that writers have viewpoints.</p>
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English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Tell me a Dragon Pink Piece Imitation-Learn a version of the story-no more than 250 words. Whole Class Box it up. Write Story.	TFW- Tell me a Dragon Innovation-Noun phrase focus Whole Class Box it up then children to plan their innovation as an additional column. Write innovated story.	TFW-Own Story Independent Application Create own box it up for own story. Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Instructions of how to trap a dragon. Pink Piece Imitation-Learn a class set of instructions-no more than 250 words.	TFW-Instructions Innovation. Change to own creature. Whole Class Box It Up then children to add their innovation on an additional column. Write innovated instructions.	TFW-Own Instructions. Create own Box It Up Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Poetry-Pie Corbett If I had wings Writing own version of poem.
Reading PM Lesson Focus						
Fiction-Discuss reasons for, or causes of incidents in stories;	Non-Fiction-Use a contents page and index to navigate a text; Scan a text to find specific sections, e.g. key words or phrases, sub-headings.	Poetry-Identify and discuss simple poetry patterns and structures.	Fiction- Identify and compare basic story elements, e.g. beginnings and endings to different stories. Explore patterns of literary language.	Non-Fiction-Identify how written instructions are organised e.g. lists, numbered points, diagrams with arrows, bullet points, keys.	Poetry-Explore Haikus noting its structure, origin and mood.	Poetry- Perform poems; use actions and sound effects to add to the poem's meaning.

