



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

Spring 2-The Squirrels Who Squabbled

Fiction	Non-Fiction
Narrative-The Squirrels Who Squabbled	Recount
<p>Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">Write simple, coherent narratives in four parts. [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>Expand on the main event with a focus on use of verbs and adverbs.</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]Experiment with cursive writing. [SEP]Understand 1st person and 3rd person writing. [SEP]Experiment with a range of ways of expanding nouns. [SEP]	<p>Write a narrative recount in role.</p> <p>Write about a real experience.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">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]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>Change the form of the recount e.g. postcard, diary or letter considering how language and vocabulary choices may change.</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]Identify where words are spelt incorrectly. [SEP]Edit own writing with simple corrections. [SEP]

- Experiment with adverbs. [1][1] [SEP]

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) [1][1] [SEP]

- Recognise when reading does not make sense and self-correct without undue hesitation. [1][1] [SEP]
- 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. [1][1] [SEP]
- Use evidence including quotations from or references to text. [1][1] [SEP]
- Comment and explain the effect of different sentence types and punctuation on the reader. [1][1] [SEP]
- Comment on language choices, reasoning about their use. [1][1] [SEP]
- Show some awareness that writers have viewpoints. [1][1] [SEP]

- Add suffixes to spell some words correctly. [1][1] [SEP]
- Experiment with cursive writing. [1][1] [SEP]
- Understand 1st person and 3rd person writing. [1][1] [SEP]
- Experiment with a range of ways of expanding nouns. [1][1] [SEP]
- Experiment with adverbs. [1][1] [SEP]

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) [1][1] [SEP]

- Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. [1][1] [SEP]
- Recognise when reading does not make sense and self-correct without undue hesitation. [1][1] [SEP]
- 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. [1][1] [SEP]
- Use evidence including quotations from or references to text. [1][1] [SEP]
- Comment and explain the effect of different sentence types and punctuation on the reader. [1][1] [SEP]
- Comment on language choices, reasoning about their use. [1][1] [SEP]
- Show some awareness that writers have viewpoints. [1][1] [SEP]

English Lesson Focus				
Week 1	Week 2	Week 3	Week 4	Week 5
<p>TFW-The Squirrels Who Squabbled</p> <p>Pink Piece</p> <p>Imitation-Learn a version of the story- no more than 250 words.</p> <p>Whole Class Box it up.</p> <p>Write Story.</p>	<p>TFW- The Squirrels Who Squabbled</p> <p>Innovation-Change the ending.</p> <p>Whole Class Box it up then children to plan their innovation as an additional column.</p> <p>Write innovated story.</p>	<p>TFW-Own Story</p> <p>Independent Application</p> <p>Create Box it up for own story.</p> <p>Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>	<p>TFW-Recount in role.</p> <p>Pink Piece</p> <p>Imitation-Learn a class recount-no more than 250 words.</p>	<p>TFW-Own Recount</p> <p>Independent Application</p> <p>Create own Box It Up</p> <p>Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>
Reading PM Lesson Focus				
<p>Fiction-Re-tell stories, to give the main points in sequence and pick out significant incidents.</p>	<p>Non-Fiction-Understand how to read different non-fiction texts e.g. know that the reader doesn't need to go from start to finish but selects according to what is needed.</p>	<p>Poetry- Explore adventurous word choices and explain the effect.</p>	<p>Fiction-Understand time and sequential relationships in stories, i.e. what happened when.</p> <p>Identify and discuss reasons for events in stories, linked to plot.</p>	<p>Non-Fiction-Learn about cause and effect non-fiction, the features and language associated with it.</p>