



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

Summer 1- *Emily Brown and the Thing*

Fiction	Non-Fiction
<i>Narrative-Emily Brown and the Thing</i>	<i>Non-Chronological Report</i>
<p>To plan and write your own four-part story showing the use of a range of sentence types and language to add detail.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write simple, coherent narratives in four parts. ^[1]_[SEP]• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required. ^[1]_[SEP]• Use past tense mostly correctly and consistently. ^[1]_[SEP]• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. ^[1]_[SEP]• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters. ^[1]_[SEP]• Spell many common exception words. ^[1]_[SEP]• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. ^[1]_[SEP] <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. ^[1]_[SEP]• Read accurately most words of two or more syllables. ^[1]_[SEP]• Sound out most unfamiliar words accurately, without undue hesitation. ^[1]_[SEP]• Read most words containing common suffixes. ^[1]_[SEP]• Read most common exception words. ^[1]_[SEP]• Answer questions and make some inferences. ^[1]_[SEP]• Explain what has happened so far in what they have read. ^[1]_[SEP]• Identify and explain features of persuasive texts and recounts. ^[1]_[SEP] <p>Transform for GDS Expand on the language by introducing simple figurative language ^[1]_[SEP] and more adventurous vocabulary.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) ^[1]_[SEP]</p> <ul style="list-style-type: none">• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. ^[1]_[SEP]• Experiment with simple figurative language. ^[1]_[SEP]• Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* ^[1]_[SEP]	<p>Use the language and structural features in a specific form e.g. leaflet.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write about real events, recording these simply and clearly. ^[1]_[SEP]• Write a simple persuasive piece. ^[1]_[SEP]• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.• Use past tense mostly correctly and consistently. ^[1]_[SEP]• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. ^[1]_[SEP]• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters. ^[1]_[SEP]• Spell many common exception words. ^[1]_[SEP]• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making. <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. ^[1]_[SEP]• Read accurately most words of two or more syllables. ^[1]_[SEP]• Sound out most unfamiliar words accurately, without undue hesitation. ^[1]_[SEP]• Read most words containing common suffixes. ^[1]_[SEP]• Read most common exception words. ^[1]_[SEP]• Answer questions and make some inferences. ^[1]_[SEP]• Explain what has happened so far in what they have read. ^[1]_[SEP]• Identify and explain features of persuasive texts and recounts. ^[1]_[SEP] <p>Transform for GDS Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) ^[1]_[SEP]</p> <ul style="list-style-type: none">• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. ^[1]_[SEP]• Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* ^[1]_[SEP]• Use the diagonal and horizontal strokes needed to join some letters. ^[1]_[SEP]

<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join some letters. ^[SEP] Independently choose to use features of different forms of writing showing awareness of audience and form. ^[SEP] <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) ^[SEP]</p> <ul style="list-style-type: none"> Confidently, accurately and fluently read Gold+ books. ^[SEP] Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. ^[SEP] Uses effectively intonation and expression to reflect the comprehension of what is read. ^[SEP] Read independently and make inferences from the text. ^[SEP] Make a plausible prediction about what might happen based on what has been read so far. ^[SEP] Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. ^[SEP] Demonstrates breadth and depth to vocabulary. ^[SEP] Reason about what is read including grammar and vocabulary choices describing the impact on the reader. ^[SEP] 	<ul style="list-style-type: none"> Independently choose to use features of different forms of writing showing awareness of audience and form. ^[SEP] <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) ^[SEP]</p> <ul style="list-style-type: none"> Confidently, accurately and fluently read Gold+ books. ^[SEP] Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. ^[SEP] Uses effectively intonation and expression to reflect the comprehension of what is read. ^[SEP] Read independently and make inferences from the text. ^[SEP] Make a plausible prediction about what might happen based on what has been read so far. ^[SEP] Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. ^[SEP] Demonstrates breadth and depth to vocabulary. ^[SEP] Reason about what is read including grammar and vocabulary choices describing the impact on the reader. ^[SEP]
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English Lesson Focus					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TFW- Emily Brown and the Thing Pink Piece Imitation-Learn a version of the story-no more than 250 words. Whole Class Box it up. Write Story.	TFW- Emily Brown and the Thing Innovation-Change new thing Whole Class Box it up then children to plan their innovation on own box it up. Write innovated story.	TFW-Own Story Independent Application Create Box it up for own story. Independent Writing-Green Piece (Thursday) Editing (Friday)	TFW-Non Chronological report leaflet. Pink Piece Imitation-Learn a whole class non chronological report-no more than 250 words.	TFW-Non Chronological Report Innovation. Whole Class Box It Up then children to add their innovation on an additional column. Write innovated non chronological report about a villain. Editing (Friday)	Free Writing Week linked to topic. (Whole school focus week)
Reading PM Lesson Focus					
Fiction-Predict story endings/incidents, while reading.	Non-Fiction-Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about.	Poetry-Discuss shapes poems building on those explored in Year 1, noting how the shape contributes to meaning and effect.	Fiction-Make connections by comparing books by the same author: settings, characters, themes. Compare books by different authors on similar themes or with similar characters to evaluate, giving reasons.	Non-Fiction-Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.	Poetry-Explore free verse, compare and contrast to structured poems. Note impact.