



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

Summer 2-The Queen's Knickers

Fiction	Non-Fiction
Narrative-The Queen's Knickers	Persuasion
<p>To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write simple, coherent narratives in four parts. [SEP]• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required. [SEP]• Use past tense mostly correctly and consistently. [SEP]• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. [SEP]• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters. [SEP]• Spell many common exception words. [SEP]• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. [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. [SEP]• Read accurately most words of two or more syllables. [SEP]• Sound out most unfamiliar words accurately, without undue hesitation. [SEP]• Read most words containing common suffixes. [SEP]• Read most common exception words. [SEP]• Answer questions and make some inferences. [SEP]• Explain what has happened so far in what they have read. [SEP]• Identify and explain features of persuasive texts and recounts. [SEP] <p>Transform for GDS</p> <p>Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</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 for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. [SEP]• Experiment with simple figurative language. [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)* [SEP]• Use the diagonal and horizontal strokes needed to join some letters. [SEP]	<p>Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write a simple persuasive piece. [SEP]• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.• Use past tense mostly correctly and consistently. [SEP]• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. [SEP]• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters. [SEP]• Spell many common exception words. [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. [SEP]• Read accurately most words of two or more syllables. [SEP]• Sound out most unfamiliar words accurately, without undue hesitation. [SEP]• Read most words containing common suffixes. [SEP]• Read most common exception words. [SEP]• Answer questions and make some inferences. [SEP]• Explain what has happened so far in what they have read. [SEP]• Identify and explain features of persuasive texts and recounts. [SEP] <p>Transform for GDS</p> <p>Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</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 for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. [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)* [SEP]• 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. ^{[1][1]}_[SEP]

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- Confidently, accurately and fluently read Gold+ books. ^{[1][1]}_[SEP]
- Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. ^{[1][1]}_[SEP]
- Uses effectively intonation and expression to reflect the comprehension of what is read. ^{[1][1]}_[SEP]
- Read independently and make inferences from the text. ^{[1][1]}_[SEP]
- Make a plausible prediction about what might happen based on what has been read so far. ^{[1][1]}_[SEP]
- Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. ^{[1][1]}_[SEP]
- Demonstrates breadth and depth to vocabulary. ^{[1][1]}_[SEP]
- Reason about what is read including grammar and vocabulary choices describing the impact on the reader. ^{[1][1]}_[SEP]

- Independently choose to use features of different forms of writing showing awareness of audience and form. ^{[1][1]}_[SEP]

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English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>TFW- The Queen's Knickers</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 Queen's Knickers</p> <p>Innovation-Change character.</p> <p>Whole Class Box it up then children to plan their innovation on own Box it up.</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-Persuasive Writing about choosing knickers!</p> <p>Pink Piece</p> <p>Imitation-Learn a class persuasive writing piece about choosing knickers-no more than 250 words.</p>	<p>TFW-Persuasion Innovation Item.</p> <p>Whole Class Box it up then children to add their innovation on an additional column.</p> <p>Write innovated persuasive writing.</p>	<p>TFW-Own Persuasive Writing piece.</p> <p>Independent Application</p> <p>Create own Box It Up Independent Writing-Green Piece (Thursday)</p> <p>Editing (Friday)</p>	<p>Whole School Letter Writing to new Teacher.</p>
Reading PM Lesson Focus						
<p>Fiction-Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.</p>	<p>Non-Fiction-Understand how to use alphabetically ordered texts to retrieve information.</p>	<p>Poetry- Listen and read, discussing and expressing views about classic poetry e.g. <i>Owl and the Pussy cat</i>.</p>	<p>Non-Fiction-To evaluate the usefulness of a text for its purpose.</p>	<p>Poetry-Act out a poem using voices and intonation.</p>	<p>Fiction-Predict story endings/incidents, while reading.</p>	<p>Poetry-Discuss meanings of words and phrases that create humour and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple type; to make a class anthology.</p>