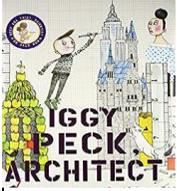
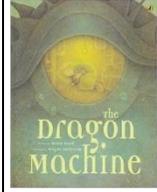
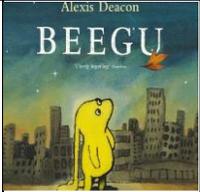
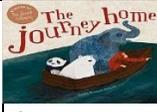


Folly Hill School Literacy
Medium Term Plan 18-19

Term	Writing – composition	Writing – vocabulary, grammar and punctuation	Texts
<p>Autumn Term – 1st half</p> <p>Traditional tales- a twist in the tale</p>	<p>writing narratives about personal experiences and those of others (fictional)</p> <p>Writing poetry</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Correct choice and consistent use of past tense throughout writing</p> <p>Commas to separate items in a list.</p> <p>Expanded noun phrases to describe and specify (traditional tales)</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (traditional tales –)</p> <p>Expressing time, place and cause using conjunctions (for example, <i>when, before, after, while, so because</i>), adverbs (for example, (traditional tales)</p> <p>Letters/ Retellings/ Stories from another point of view/ List of rules/ Character descriptions/ Sequels</p> <p>Instructions (if extended to write porridge recipes)</p>	 <p>Goldilocks and the Three Bears by Lauren Child, You and Me by Anthony Browne & Goldilocks and Just the One Bear by Leigh Hodgkinson</p>
<p>Autumn Term – 2nd half</p> <p>Narrative-retelling</p> <p>Non-fiction writing</p>	<p>Writing about real events</p> <p>Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	<p>Correct choice and consistent use of present tense throughout writing</p> <p>Use of question marks to demarcate sentences (Nonfiction writing)</p> <p>Commas to separate items in a list</p> <p>Sentences with different forms: statement, question, command (instructions)</p> <p>Nonfiction text incorporating different text-types, including a guide to London buildings (non-chronological report), a poster and a diary entry in role.</p> <p>Narrative (retelling), setting description, letters, pamphlet, poster, instructions</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (instructions)</p> <p>introduction to paragraphs as a way to group related material (nonfiction Text)</p> <p>Headings and subheadings to aid presentations</p>	 <p>Dinosaurs and all that rubbish- Micheal Foreman</p> <p>The Great fire of London- Emma Adams & James Wetson Lewis</p>

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<p>Spring 1 Stories with a familiar setting</p>	<p>Writing down ideas and/or key words, including new vocabulary</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear. (stories)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Commas to separate items in a list (stories)</p> <p>Expanded noun phrases to describe and specify (stories)</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Prepositions (for example, <i>before, after, during in because of</i>)</p> <p>Paragraphs as a way of grouping related material</p> <p>Labels, captions and fact files</p>	 <p>Iggy Peck Architect- Andrea Beaty</p>  <p>The dragon machine- Helen Ward</p>
<p>Spring Term 2nd half Nonsense-word dictionary, poems and poetic sentences</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Writing poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Exclamation marks to demarcate sentences</p> <p>expanded noun phrases to describe and specify</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Headings and sub-headings to aid presentation</p>	 <p>Beegu- Alexis Deacon</p> <p>Baboon on the moon- The Literacy Shed</p>
<p>Summer Term 1st half Posters, Lists and information reports</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>expanded noun phrases to describe and specify (stories)</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],], time adverbials [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	 <p>The Journey home- Frann</p>

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			<p>Preston-Gannon</p>  <p>Tadpoles promise</p>
<p>Summer Term – 2nd half Explanations</p>	<p>writing about real events</p> <p>writing for different purposes</p> <p>writing down ideas and/or key words, including new vocabulary</p>	<p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify (explanations)</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but) therefore], or prepositions [for example, before, after, during, in,</p>	

The following objectives will be taught throughout the year during literacy, guided reading and Letters & Sounds sessions as appropriate.

Term	Reading – word reading	Reading -comprehension	Writing – Transcription (handwriting)	Writing – composition	Writing – vocabulary, grammar and punctuation
Autumn Term – 1st half	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry 	<p>Spelling Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and 	<p>the grammar for year 2 some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
Autumn Term – 2nd half					
Spring Term – 1st half					
Spring Term – 2nd half					
Summer Term – 1st half					

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<p>Summer Term – 2nd half</p>	<p>unusual correspondences between spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically 	<ul style="list-style-type: none"> ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ understand both the books that they can already read accurately and fluently and those that they listen to by: 	<ul style="list-style-type: none"> □ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ form lower-case letters of the correct size relative to one another ▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ▪ read aloud what they have written with appropriate intonation 	
	<p>and without undue hesitation</p> <ul style="list-style-type: none"> ▪ re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ predicting what might happen on the basis of what has been read so far ▪ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ▪ explain and discuss their understanding of books, poems and other 	<ul style="list-style-type: none"> ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	<p>to make the meaning clear.</p>	