

Literacy Medium Term Plan 18-19

Term	Writing – composition	Writing – vocabulary, grammar and punctuation	Assessment
<p><b>Autumn Term – 1<sup>st</sup> half</b></p> <p><b>Traditional tales</b> <b>Poetry – really looking</b></p>	<p>writing narratives about personal experiences and those of others (real and 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. (poetry)</p>	<p>Correct choice and consistent use of <b>past tense</b> throughout writing</p> <p>Commas to separate items in a list (poetry)</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 <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, (traditional tales –</p>	
<p><b>Autumn Term – 2<sup>nd</sup> half</b></p> <p><b>Significant Authors</b> <b>Instructions</b> <b>Non fiction text</b></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 <b>present tense</b> throughout writing</p> <p>Use of question marks to demarcate <b>sentences (Non fiction writing)</b></p> <p>Commas to separate items in a list (instructions)</p> <p>sentences with different forms: <b>statement, question,</b> (non fiction) exclamation, <b>command</b> (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 (non fiction texts –</p> <p>Headings and sub-headings to aid presentation (NF texts –</p>	

<p><b>Spring 1</b> <b>Stories with a familiar setting</b></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 <b>sentences</b></p> <p>sentences with different forms: <b>statement, question, exclamation, command</b></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) (stories –)</p> <p><b>prepositions</b> [for example, <i>before, after, during, in, because of</i>] (stories –)</p> <p><b>Introduction to paragraphs as a way to group related material (stories–</b></p>	<p>WRITING TARGETS:</p>
<p><b>Spring Term – 2<sup>nd</sup> half</b> <b>Non chronological reports</b> <b>Patterns on a page poetry</b></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. (nc reports)</p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Exclamation marks to demarcate <b>sentences (NC reports)</b></p> <p>expanded noun phrases to describe and specify (nc reports)</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p><b>Introduction to paragraphs as a way to group related material (non fiction texts – )</b></p> <p><b>Headings and sub-headings to aid presentation</b> (NC report)</p>	<p>Writing Targets:</p>
<p><b>Summer Term – 1<sup>st</sup> half</b></p>	<p>writing down ideas and/or key words, including new vocabulary</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p>	

September 2017

<p><b>Different stories by the same author – Just So</b></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 <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p>	
<p><b>Summer Term – 2<sup>nd</sup> half Explanations</b></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: <b>statement</b>, 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)</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], time <b>adverbials</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</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
<b>Autumn Term – 1<sup>st</sup> half</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>▪ read words containing common suffixes</li> <li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>▪ being introduced to non-fiction books that are structured in different ways</li> <li>▪ recognising simple recurring literary language in stories and poetry</li> <li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>▪ discussing their favourite words and phrases</li> <li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>▪ understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul>	<p><b>Spelling</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell by:</li> <li>▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>▪ 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</li> <li>▪ learning to spell common exception words</li> <li>▪ learning to spell more words with contracted forms</li> <li>▪ learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>▪ distinguishing between homophones and near-homophones</li> <li>▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>□ apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>□ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ form lower-case letters of the correct size relative to one another</li> <li>▪ 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</li> </ul>	<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> <li>▪ encapsulating what they want to say, sentence by sentence</li> <li>▪ make simple additions, revisions and corrections to their own writing by:</li> <li>▪ evaluating their writing with the teacher and other pupils</li> <li>▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>▪ read aloud what they have written with appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>□ the grammar for year 2 in English Appendix 2</li> <li>□ some features of written Standard English</li> <li>□ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<b>Autumn Term – 2<sup>nd</sup> half</b>					
<b>Spring Term – 1<sup>st</sup> half</b>					
<b>Spring Term – 2<sup>nd</sup> half</b>					
<b>Summer Term – 1<sup>st</sup> half</b>					
<b>Summer Term – 2<sup>nd</sup> half</b>					

September 2017

	<p>and without undue hesitation</p> <ul style="list-style-type: none"><li>▪ re-read these books to build up their fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>▪ making inferences on the basis of what is being said and done</li><li>▪ answering and asking questions</li><li>▪ predicting what might happen on the basis of what has been read so far</li><li>▪ 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</li><li>▪ explain and discuss their understanding of books, poems and other</li></ul>	<ul style="list-style-type: none"><li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>▪ use spacing between words that reflects the size of the letters.</li></ul>	<p>to make the meaning clear.</p>	
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