**English Medium Term Planning – Year 2 Spring**

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| Text | Objectives | Genres | Time |
| *The Building Boy*(Paper Dolls)Pirate poetryCD ROM*The Pirate Cruncher**Pirates Love Underpants* | To use time adverbials.To use repetition for effect.Include ‘sound’ words in a sentence.To experience life as an architectTo use comparatives/superlatives.To use alliteration.To use dialogue.To experience and discuss loving relationships in our lives and the impact they have. (experience day)To use precise verbs.To include an exclamation.To experience a magical moment in a story.To write a command.To use onomatopoeia.To write a question.To learn about and understand sea creatures.To use adverbs and verbs.To use adjectives in a sentence.To use suffixes.To use a subordinating conjunction.To use possessive apostrophe.To listen to and discuss a range of texts at a level beyond their independent reading. To segment words and represent phonemes with graphemes, spelling many correctly. To learn to spell more words with contracted forms. To apply spelling rules and guidelines, as listed in Appendix 1. To learn how to use both familiar and new punctuation correctly (see Appendix 2).Can ask questions. Can attempt to read new words and find out their meaning. Can write compound sentences. Can write a recount in the first person. Can use a range of sentence types. To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To understand books by drawing on background information and vocabulary. To understand books by answering and asking questions. To be introduced to non-fiction books that are structured in different ways. To segment words and represent phonemes with graphemes, spelling many correctly. To revise all handwriting curriculum objectives in Year To write narratives about their own and others’ experiences (real and fictional). To learn how to use subordination and coordination. To plan or say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. To proofread to check for errors in spelling, grammar and punctuation.  | FictionPoetryNon-fiction/Fiction | 3 weeks1 week2 weeks |
| Hansel and Gretel(A range of fairy tales)Mixed up Fairy talesMagic Horse | To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To apply their phonic skills until they can decode automatically and reading is fluent. To read familiar words quickly and accurately without overt sounding and blending. To read accurately polysyllabic words that contain the GPCs taught so far. To become increasingly familiar with and retell a wider range of stories and tales. To understand books by answering and asking questions. To understand books by making inferences based on what is being said and done. To recognise simple recurring literary language in stories and poetry. To listen to and discuss a range of texts at a level beyond their independent reading. To understand books by drawing on background information and vocabulary. To check that the text makes sense to them and correct inaccurate reading. To write down ideas and/or key words, including new vocabulary.Can describe settings using adjectives. To re-read books to build up their fluency and confidence in word reading. To become increasingly familiar with and retell a wider range of stories and tales. To discuss the texts that they read and listen to, taking turns to share thoughts. To explain and discuss their understanding of books, poems and other material. To use and understand the grammatical terminology in Appendix 2.To expand noun phrases to describe and specify.Can write sentences to form a narrative. To learn to spell common exception words. To apply spelling rules and guidelines, as listed in Appendix 1. To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent, are best left unjoined. To learn how to use both familiar and new punctuation correctly (see Appendix 2). To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. To proofread to check for errors in spelling, grammar and punctuation. To write narratives about their own and others’ experiences (real and fictional). To read aloud what they have written with appropriate intonation. To use present and past tenses correctly and consistently inc the progressive form.To discuss the texts that they read and listen to, taking turns to share thoughts. To be introduced to non-fiction books that are structured in different ways. To discuss the sequence of events and how items of information are related. To explain and discuss their understanding of books, poems and other material. To revise all of the handwriting curriculum objectives. To learn how to use and form statements, questions, exclamations and commands. To plan or say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. To read aloud what they have written with appropriate intonation.Can write a simple recount. To understand books by making inferences based on what is being said and done. To apply spelling rules and guidelines, as listed in Appendix 1. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. To write narratives about their own and others’ experiences (real and fictional). To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. To consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. To use present and past tenses correctly and consistently inc the progressive form.To read further common exception words. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately polysyllabic words that contain the GPCs taught so far. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. To learn to spell common exception words. To learn new ways of spelling phonemes. | FictionNon-FictionPoetry | 3 weeks2 weeks1 week |