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

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| Text | Objectives | Genres | Time |
| *Oliver’s Vegetables**The Little Red Hen**Spaghetti**Apple Pie* | To read familiar words quickly and accurately without overt sounding and blending. To apply their phonic skills until they can decode automatically and reading is fluent. To understand books by drawing on background information and vocabulary. To predict what might happen on the basis of what has been read so far. To listen to and discuss a range of texts at a level beyond their independent reading. To discuss the sequence of events and how items of information are related. To discuss their favourite words and phrases. To segment words and represent phonemes with graphemes, spelling many correctly. To write lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another. To use spacing between words that reflects the size of the letters. To write down ideas and/or key words, including new vocabulary. To write for different purposes. To learn how to use both familiar and new punctuation correctly (see Appendix 2).Can orally retell ‘The Little Red Hen’. Can correctly spell I’ll, I’m, won’t and can’t. Can begin to identify different types of sentence. To read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read books to build up their fluency and confidence in word reading. To understand books by drawing on background information and vocabulary. To become increasingly familiar with and retell a wider range of stories and tales. To recognise simple recurring literary language in stories and poetry. To learn to spell more words with contracted forms. To write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. To learn how to use and form statements, questions, exclamations and commands. Can use noun phrases. Can follow a recipe. To understand books by drawing on background information and vocabulary. To check that the text makes sense to them and correct inaccurate reading. To expand noun phrases to describe and specify. To write for different purposes.Can write a recipe. Can design simple packaging. To use spacing between words that reflects the size of the letters. To learn how to use both familiar and new punctuation correctly (see Appendix 2). Can design a poster. Can use noun phrases for description. Can spell contractions. To discuss the texts that they read and listen to, taking turns to share thoughts. To learn to spell more words with contracted forms. 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 amend their own writing by evaluating it with the teacher and other children. To read further common exception words. To listen to and discuss a range of texts at a level beyond their independent reading. To discuss the texts that they read and listen to, taking turns to discuss and listen. To segment words and represent phonemes with graphemes, spelling many correctly. 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 expand noun phrases to describe and specify. To develop positive attitudes towards and stamina for writing by writing poetry. To learn how to use both familiar and new punctuation correctly (see Appendix 2). To use present and past tenses correctly and consistently inc the progressive form. | NarrativeFiction/Non-fictionPoetry | 5 weeks1 week |
| HabitatsCD ROM*Snow in the Suburbs* by Tom Hardy*Katie Morag**Katie Morag and the Two Grandmothers* | To understand books by drawing on background information and vocabulary. To understand books by answering and asking questions. To write for different purposes. To learn how to use subordination and coordination.Can capture the atmosphere of place in poetry. To read words containing common suffixes. To listen to and discuss a range of texts at a level beyond their independent reading. To apply spelling rules and guidelines, as listed in Appendix 1. To write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. To develop positive attitudes towards and stamina for writing by writing poetry. To expand noun phrases to describe and specify.Can recognise that a habitat can be a small area. Can annotate a map. Can write a leaflet. To develop positive attitudes towards and stamina for writing by writing about real events. To use some features of written Standard English. To write down ideas and/or key words, including new vocabulary. Can understand how setting can influence plot. To read accurately polysyllabic words that contain the GPCs taught so far. To read words containing common suffixes. To read further common exception words. To understand books by answering and asking questions. To discuss the sequence of events and how items of information are related. To understand books by drawing on background information and vocabulary. To understand books by making inferences based on what is being said and done. To become increasingly familiar with and retell a wider range of stories and tales. To learn to spell more words with contracted forms. To learn to spell common exception words. Can populate a habitat with suitable animals and characters. Can write a story influenced by setting. To plan or say out loud what they are going to write about. Can write a story from the plan that they have developed.Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. To learn how to use both familiar and new punctuation correctly (see Appendix 2). To write narratives about personal experiences and those of others (real and fictional). To plan or say out loud what they are going to write about. To proofread to check for errors in spelling, grammar and punctuation.  | Non-fictionPoetryNon-fiction/Fiction  | 1 week1 week4 weeks |