



ENGLISH MEDIUM TERM PLAN



YEAR 2							
SPRING TERM							
Week	1/2	3/4	5/6	H/ T	1/2	3/4	5/6
Novel / Texts	The Twits Roald Dahl				The Twits Roald Dahl		
Genre	Narrative	Non- chronological report	Narrative-retell or innovate a chapter or event from the story		How to make a worm pie- Instructions	Recount	Letter
Reading	<ul style="list-style-type: none"> -Express personal responses including likes and dislikes with reasons. -Use evidence including quotations from or references to text. -recall straight forward information e.g. names of characters. -Be able to answer and ask questions by locating information in texts e.g. about characters -Learn about characters by looking at what they say and do. - Analyse pieces of dialogue for what it shows about characters- look at the verbs used for speech and work out how characters are feeling 	<ul style="list-style-type: none"> -To recognise the main purpose of the text e.g. it tells you where animals live. <p>Comprehension and inference.</p> <ul style="list-style-type: none"> -Be able to answer and ask questions by locating information in texts. 	<ul style="list-style-type: none"> -Identify different patterns of language e.g. first, next -Use evidence including quotations from the text or reference to the text. Work out the meanings of some new vocabulary from context and knowledge. -Show an awareness that writers have viewpoints. 		<ul style="list-style-type: none"> -Identify typical features of instructional texts. -Discuss and identify how writers sequence instructions. -Understand that instruction texts are structured in different ways from other non-fiction texts. -Identify familiar patterns of language e.g. first, next -Be able to answer questions by locating information in texts. 	<ul style="list-style-type: none"> - Use evidence including quotations from reference to text. -Recall straightforward information e.g. names, key events. -Discuss sequence of events in recounts. -Identify similarities and difference between stories and recounts. 	<ul style="list-style-type: none"> - Show structural features of persuasive text. -Use evidence including quotations from the text. -Sequence sentences to form short persuasive piece. - recall straight forward information e.g. key facts. -Responses based on what they personally would be feeling rather than feelings from a character in the text.
Writing	-Narratives including character	-Vary sentences using subordination (when, if, that, because).	- consistent use of tenses, present, past e.g. They fell		-Clarify instructions using subordination (when, if, that, because).		-Show structural Features of persuasive texts.



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		<ul style="list-style-type: none"> -Use different types of sentences e.g. statement, exclamation and question. -Pupils' writing shows an awareness of purpose, form and audience. -Basic sequencing of ideas e.g. line breaks, sub-headings and headings. 	<ul style="list-style-type: none"> down and zoomed all the way to the bottom. -Opening and closing signalled. -Show language and structural features of a narrative. 		<ul style="list-style-type: none"> -Vary sentences with co-ordination. -Use different types of sentences e.g. statement, question, exclamation. -Use commas to separate items in a list. 	<ul style="list-style-type: none"> -Explore the use of capitalisation for proper nouns. -Use commas to separate items in a list. -Basic sequencing of ideas e.g. time related words or phrases. -Related points next to each other. -consistent use of past tense. -Extend sentences using (and, but, or). 	<ul style="list-style-type: none"> -Consistent use of present and past tense throughout writing. -Basic sequencing of ideas e.g. time related words and phrases, -Opening and closing signalled. -Related points next to each other.
Grammar Vocabulary Punctuation	<ul style="list-style-type: none"> -Use new vocabulary from their reading. -Vary sentences using subordination and coordination 	<ul style="list-style-type: none"> -Use different types of sentences e.g. statements, commands, exclamations and questions. -Capital letters, full stops, question marks and exclamation usually used accurately. 	<ul style="list-style-type: none"> -Use commas to separate items in a list. -Apostrophes- some use of possession. -Use adventurous vocabulary and patterns in language. 		<ul style="list-style-type: none"> - Use of adjectives and adverbs limited to give essential information. -generate synonyms for over used imperative verbs. 	<ul style="list-style-type: none"> -Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts. 	<ul style="list-style-type: none"> -Capital letters, full stops, question marks and exclamation marks. - use commas to separate items in a list e.g. list of materials or ingredients. -Gather vocabulary explored in reading to use in writing. -Review common exception words.
Spelling	<ul style="list-style-type: none"> -To use an apostrophe to show a contraction. 	<ul style="list-style-type: none"> -Teach first 30 common exception words (10 per week) 	<ul style="list-style-type: none"> -Apostrophes for possession 		<ul style="list-style-type: none"> -Words ending 'ly' 	<ul style="list-style-type: none"> -Past tense 'ed' 	<ul style="list-style-type: none"> -Words ending 'ing'
Final write task Audience & Purpose	<ul style="list-style-type: none"> Character description of Mr Twit. 	<ul style="list-style-type: none"> To write a non-chronological report on an imaginary creature from the Twits. 	<ul style="list-style-type: none"> Write a chapter from the story. 		<ul style="list-style-type: none"> To write a set of instructions on how to make a worm pie following the story of the Twits. 	<ul style="list-style-type: none"> Write a recount based on a trip. 	<ul style="list-style-type: none"> Write a letter to Mr Twit as if you were the bird persuading him to stop trying to capture you.



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Cross curricular							
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