

Literacy long term planning Year 2 2019-2020

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text to be taught	<i>Puffin book of fantastic first poems (CLPE)</i> <i>The story tree (CLPE)</i>	<i>Spooky House</i> <i>Oliver Jeffers- The Way Back Home</i> <i>Pixar animation – Partly cloudy</i>	<i>Julia Donaldson author study (Not The Gruffalo)</i> <i>Non-fiction - Non chronological reports on animals</i>	<i>Roald Dahl - The Twits including instructions</i> <i>The Dark (CLPE)</i>	<i>Alice in Wonderland (new text)</i>	<i>Oliver twist</i> <i>The Day War Came – refugee week text</i>

Explore stranger danger through stories. This can be done in The Story Tree, The Way Back Home,

Explore what make a true friend and supportive friends in The Twits, Anna Hibiscus, Oliver Twist, Julia Donaldson author study, Partly Cloudy.

Explore right and wrong in Oliver Twist, The Twits

Where there are gaps of extra weeks please teach additional non-fiction texts and additional poetry unit – both of these are to be designed by the teachers and can link to topic subjects should you wish.

Literacy Medium Term Planning

Year 2 2019-2020

All Teacher Assessment Criteria Highlighted – **Expected**,

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Puffin book of fantastic first poems (CLPE) 2 weeks	Vocabulary and phrase collections - Poems inspired by the collection	Blue paper – writing know poem i.e. nursery rhyme Yellow/pink paper – to write own food poem Publish – card/opens up in the shape of their food poem is based	<ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; write for different purposes including poetry; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify. 	<p>Spells common exception words (there, here, where, school)</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Re-reading to check writing makes sense and that verbs to indicate time are used correctly</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Listens and responds using appropriate register, asks and answers questions and maintains attention</p>
The story tree (CLPE) 3 weeks	- Setting description - Character description - sequence - retelling the story - Simple narrative based on known text	Blue paper – write the story of Little Red Riding Hood Yellow/pink paper – retelling of the story Publish – story writing on framed writing frames – lines	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify; use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses 	<p>Spells common exception words (beautiful, little, with, some, came, should, saw)</p> <p>Spells words with alternative graphemes for known phonemes (ai – gate, away, tray-bla, came ighr shining, like, behind, smiled, why)</p> <p>Forms lower case and capital letters of the correct size, orientation and relationship to one another</p> <p>Use full stops, capital letters and exclamation marks to demarcate sentences – focus full stops and capital letters</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Use think aloud before each sentence</p> <p>Evaluates and makes improvements to their own writing based on feedback</p> <p>Draws on ideas and vocabulary from books they have read and have had read to them</p> <p>Gives well-structured descriptions, explanations and narratives including expressing feelings</p>
Autumn 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Spooky Spooky House 1 week	Create class pop up book Focus on expanded noun phrases	No blue paper	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify. 	<p>Spells common exception words (there, here, where, school)</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Re-reading to check writing makes sense and that verbs to indicate time are used correctly</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Listens and responds using appropriate register, asks and answers questions and maintains attention</p>
Oliver	-Thought	Blue paper – write a	<ul style="list-style-type: none"> learning to spell common exception words 	Spells common exception words (find, kind, behind, only, cold, great)

<p>Jeffers- The Way Back Home</p> <p>2 weeks</p>	<p>bubbles/ speech bubbles/ direct speech/ Diary/letter writing</p>	<p>diary of what they did on the weekend</p> <p>Yellow/pink paper – write a diary from point of the view of the boy/penguin</p> <p>Publish – letter with envelope</p>	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters • writing for different purposes • encapsulating what they want to say, sentence by sentence • read aloud what they have written with appropriate intonation to make the meaning clear • expanded noun phrases to describe and specify [for example, the blue butterfly] • adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Forms lower case and capital letters of correct size, orientation and relationship to one another</p> <p>Uses expanded noun phrases to expand and specify</p> <p>Uses full stops, capital letters and exclamation marks to demarcate sentences</p> <p>Reads aloud what they have written with appropriate annotation</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Articulates and justifies answers, arguments and opinions, speaking audibly and fluently</p>
<p>Pixar animation – Partly cloudy</p> <p>1 week</p>	<p>Speech via speech marks and speech bubbles</p> <p>Writing story for images</p>	<p>Blue paper – toy story, what are they characters saying to each other</p>	<ul style="list-style-type: none"> • learning to spell more words with contracted forms • planning or saying out loud what they are going to write about • 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 • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Spells common exception words (could, would, parents, everybody, people, busy, any, eye)</p> <p>Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining</p> <p>Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Use full stops, capital letters and exclamation marks to demarcate sentences</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p> <p>Gives well-structured descriptions, explanations and narratives including expressing feelings</p>

Spring 1 - independent writing tasks begin from this term till the end of the SATS

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
<p>Julia Donaldson author study (Not The Gruffalo)</p> <p>4 weeks</p>	<p>Character descriptions</p> <p>Understanding author style</p> <p>Writing own story</p>	<p>Blue paper – letter to friend</p> <p>Yellow/pink paper – own narrative in style of author and letter to author</p> <p>Character</p>	<ul style="list-style-type: none"> • learning to spell common exception words • writing down ideas and/or key words, including new vocabulary • Draft and write by composing and rehearsing sentences orally • Sequence sentences to form short narratives In narrative create settings, characters and plot • Write for different purposes including fictional narratives and information • Reread writing to check it makes sense and make simple revisions • Discuss and evaluate what they have written with the teacher or other pupils • Read aloud what they have written with appropriate intonation to make the 	<p>Spells common exception words (mind, told, great, pretty, who, clothes, even)</p> <p>Uses the possessive apostrophe with singular nouns and spells words with contracted forms</p> <p>Uses the present and past tense correctly and consistently</p> <p>Use full stops, capital letters and exclamation marks to demarcate sentences</p> <p>Writes down ideas and/or key ideas including new vocabulary</p> <p>Says aloud what they are going to write about</p> <p>Re-reading to make sure what they write makes sense and that verbs to indicate time are used correctly</p>

	based on style of author Letter to author	description as unaided for assessment file Publishing – letter into neat with envelop	meaning clear <ul style="list-style-type: none"> adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	Listens and responds using appropriate register, asks and answers questions and maintains attention
Non-fiction - Non chronological reports on animals 2-3 weeks	Researching related animals Writing non-chronological report	Blue paper – write non chronological report on an animals Yellow/pink – non-chronological report on class pet	<ul style="list-style-type: none"> learning to spell common exception words writing down ideas and/or key words, including new vocabulary 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 	Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words Uses the present and past tense correctly and consistently Use subordination (when, if, that, because) and coordination (or, and, but) Draws on ideas and vocabulary from books they have read or have been read to them. Writes sentences in different forms: statements, questions, exclamations, command Considers different viewpoints, attending to and building on contributions of others

Spring 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Roald Dahl - The Twits 4 weeks	Character description Letter to RSPCA Writing own trick Newspaper report	Blue paper – newspaper on an event in the news Yellow/pink – letter to RSPCA and news report Writing for trick as unaided for	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including fictional narratives and information Reread writing to check it makes sense and make simple revisions Discuss and evaluate what they have written with the teacher or other pupils distinguishing between homophones and near-homophones learning to spell more words with contracted forms the present and past tenses correctly and consistently including the 	Spells common exception words (every, break, steak, past, grass, path, bath, hour, whole, Mr, Mrs) Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words Uses expanded noun phrases to expand and specify Uses subordination (when, if, that, because) and coordination (or, and, but) Draws on ideas and vocabulary from books they have read or have been read to them. Writes sentences in different forms: statements, questions, exclamations, command

		assessment file	progressive form	Articulates and justifies answers, arguments and opinions, speaking audibly and fluently
	Publish – news report for class book			
The Dark (CLPE) 3-4 weeks	Description of the dark Writing a narrative sequence retelling the story A free-verse poem about the dark (or light) Writing on thought or speech bubbles Piece of advice for Lazlo Argument in defence of the dark or urging caution Instructions to make a glow jar Non-chronological report about nocturnal animals Book review	Blue paper – non chronological report on pets Yellow/pink paper – writing non chronological report on nocturnal animals Publish – flap book	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, nonfiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses adding suffixes to spell some words correctly in their writing e.g. –ment, -ness, -ful, -less, -ly 	Spells common exception words (house, nobody, itself, could, would, wouldn't, something, without, thank you, you're, didn't, again) Spells words with alternative graphemes for known phonemes (/ai/ day, say, away, same, basement, gazing, /ee/ creaky, squeaks, belonged, maybe, very /oa/ cold, window, old, nobody, open, show, close) Adds suffixes –ed, -er, est and –ing to words ending in y and suffixes –ment, -ness, -ful, -less and –ly to root words Uses the possessive apostrophe with singular nouns and spells words with contracted forms Adds suffixes –ed, -er, -est and –ing to words ending in y and suffixes –ment, -ness, -ful, -less and ly to root words. Writes sentences with different forms: statement, commands, questions and exclamations Evaluates and makes improvements to their own writing based on feedback Considers different viewpoints, attending to and building on contribution from others
Summer 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Alice in Wonderland 4-5 weeks New text			<ul style="list-style-type: none"> 	

Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Oliver Twist 4-5 weeks	Writing is role and reflecting on the journey of the character	Blue paper – diary Yellow/pink – diary of events of Oliver's life	<ul style="list-style-type: none"> • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; • sequence sentences to form short narratives; • write for different purposes including about fictional personal experiences, poetry, nonfiction and real events; • reread and evaluate writing to check it makes sense and make simple revisions; • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and co-ordinating clauses • adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly 	<p>Forms lower case and capital letters of the correct size, orientation and relationship to each other – joining</p> <p>Adds suffixes -ed, -er, est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words</p> <p>Uses the present and past tense correctly and consistently</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Draws on ideas and vocabulary from books they have read or have been read to them.</p> <p>Writes sentences in different forms: statements, questions, exclamations, command</p> <p>Considers different viewpoints, attending to and building on contributions of others</p> <p>Articulates and justifies answers, arguments and opinions, speaking audibly and fluently</p>
The Day War Came Next text			•	

Greater Depth Objectives- Evident Throughout Writing Tasks

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.