



Medium Term Plan: English

Term: Autumn 1

Year group: Y2

Handwriting and Presentation (evidence to be seen across all genres)

- Form lower-case letters of the correct size relative to one another.
- 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.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.

Weeks	Genre/Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 4	<p><u>Narrative: Stories with predictable phrasing</u></p> <p><u>Text:</u></p> <p>'The Gruffalo' by Julia Donaldson</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p>	<p>Learning how to use both familiar and new punctuation correctly: capital letters, full stops, exclamation mark, question mark.</p> <p>Expanded noun phrases to describe and specify.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</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 encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Setting description</p> <p>Character description</p> <p>Sentence up leveling</p> <p>Story writing – 'We're going on a dinosaur hunt'</p>	<p>"Esio Trot" Roald Dahl</p> <p>Monkey Puzzle 'Julia Donaldson'</p> <p>Other stories by the same author.</p>

5 - 7	<p>Instructions</p> <p>Hand washing <u>Text:</u></p> <p>Non fiction books about keeping clean</p>	Being introduced to non-fiction books that are structured in different ways.	<p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Learning how to use both familiar and new punctuation correctly (capital letters, full stops, exclamation mark, question mark.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>Vocabulary, grammar and punctuation.</p>	<p>Develop positive attitudes towards and stamina for writing by: 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 encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Order instructions</p> <p>Writing instructions for real purposes-brushing teeth/making sandwich etc.</p> <p>Writing a set of instructions for 'How to grow a dinosaur.'</p>	
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Spoken Language (evidence to be seen across all genres)

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Medium Term Plan: English

Term: Autumn 2

Year group: Y2

Handwriting and Presentation (evidence to be seen across all genres)

- Form lower-case letters of the correct size relative to one another
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Weeks	Genre/Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 4	<p><u>Narrative: Stories from different cultures</u></p> <p><u>Text:</u></p> <p>‘Handa’s Surprise’ by Elieene Brown</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>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.</p>	<p>Learning how to use both familiar and new punctuation correctly (capital letters, full stops, exclamation mark, question mark.</p> <p>Expanded noun phrases to describe and specify.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Commas for lists.</p> <p>Apostrophes for contracted forms and the possessive apostrophe.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</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 encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Character description</p> <p>Setting description</p> <p>Sentence structure (conjunctions, commas in list)</p>	<p>‘The Enormous crocodile,’ Roald Dahl</p> <p>The Twits ‘Roald Dahl’</p> <p>Nativity Story</p> <p>Panta Claus</p>

5 - 7	<p>Poetry</p> <p><u>Text:</u></p> <p>Winter/Christmas Poetry</p> <p>Acrostic</p> <p> kennings</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Participate in discussions, presentations, performances, roleplay/improvisations and debates.</p> <p>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.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Expanded noun phrases to describe and specify.</p> <p>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>	<p>Develop positive attitudes towards and stamina for writing by: writing poetry.</p> <p>Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Vocabulary building</p> <p>Descriptive sentences</p> <p>Performance</p> <p>A range of poetry writing</p>	
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Spoken Language (evidence to be seen across all genres)

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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Medium Term Plan: English

Term: Spring 1

Year group: Y2

Handwriting and Presentation (evidence to be seen across all genres)

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Weeks	Genre/Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 3	<p><u>Non Chronological Report</u></p> <p><u>Text:</u></p> <p>‘Queen Elizabeth II’ – facts and research using a range of evidence</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing about real events Writing for different purposes.</p> <p>Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Vocabulary building</p> <p>Research/fact finding</p> <p>Sentence types</p>	<p>‘Mr Magika,’ by Humphrey Carpenter</p> <p>‘Dogger’ by Shirley Hughes</p> <p>‘The Boy in the Dress’ David Walliams</p>

<p>4 - 6</p>	<p>Narrative</p> <p><u>Text:</u></p> <p>'The Queen's Knickers,' by Nicholas Allan</p>	<p>Discussing the sequence of events in books and how items of information are related Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Learning how to use both familiar and new punctuation correctly (capital letters, full stops, exclamation mark, question mark.</p> <p>Expanded noun phrases to describe and specify.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Commas for lists.</p> <p>Apostrophes for contracted forms and the possessive apostrophe.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</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 encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Character description</p> <p>Setting description</p> <p>Sentence structure (conjunctions, commas in list)</p>	
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Medium Term Plan: English

Term: Spring 2

Year group: Y2

Handwriting and Presentation (evidence to be seen across all genres)

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Weeks	Genre/Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 4	<p><u>News paper report</u></p> <p><u>Text:</u></p> <p>‘Research from newspaper articles, look online at ‘The Lincolnite’</p> <p>Who Stole the heads cake?</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing about real events Writing for different purposes.</p> <p>Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>The 4 sentence types (statement, command, exclamation, question)</p> <p>Research-asking/answering questions</p> <p>Vocabulary building.</p> <p>Sentence structure (conjunctions, commas in list)</p>	<p>‘Horrid Henry,’ by Francesca Simon</p> <p>The Loraz ‘Dr Sues’</p>

<p>5 - 6</p>	<p>Poetry</p> <p><u>Text:</u></p> <p>Use a selection of Descriptive & Shape poems</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Participate in discussions, presentations, performances, roleplay/improvisations and debates.</p> <p>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.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Expanded noun phrases to describe and specify.</p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>	<p>Develop positive attitudes towards and stamina for writing by: writing poetry.</p> <p>Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Vocabulary building</p> <p>Descriptive sentences</p> <p>Performance</p> <p>A range of poetry writing</p>	
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Medium Term Plan: English

Term: Summer 1

Year group: Y2

Handwriting and Presentation (evidence to be seen across all genres)

- Form lower-case letters of the correct size relative to one another
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Weeks	Genre/Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 3	<p><u>Non Chronological Report</u></p> <p><u>Text:</u></p> <p>Use a selection of information texts about Plants and Flowers</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing about real events Writing for different purposes.</p> <p>Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Vocabulary building</p> <p>Research/fact finding</p> <p>Sentence types</p>	<p>'The Twits,' Roald Dahl</p>
4 - 5	<p>Short bursts of writing to support GAPS in Y2 and moderation</p>	<p>Teachers to plan and teach objectives needed to make</p>	<p>Teachers to plan and teach objectives needed to make</p>	<p>Teachers to plan and teach objectives needed to make</p>	<p>Diary entry</p>	

	judgments. Teachers to plan to support class gaps and individual groups targets.	progress/fill GAPS.	progress/fill GAPS.	progress/fill GAPS.	Letter writing Setting description Character description Fact files	
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- Select and use appropriate registers for effective communication.



Medium Term Plan: English

Term: Summer 2

Year group: Y2

Weeks	Genre/Text	Reading objectives	SPAG	Writing objectives	Writing ideas	Class end of day book
1 - 3	<p><u>Narrative</u></p> <p>Text: "The lighthouse keepers lunch"</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Learning how to use both familiar and new punctuation correctly (capital letters, full stops, exclamation mark, question mark.</p> <p>Expanded noun phrases to describe and specify.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Commas for lists.</p> <p>Apostrophes for contracted forms and the possessive apostrophe.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</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 encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Character description</p> <p>Setting description</p> <p>Sentence structure (conjunctions, commas in list)</p>	'Flat Stanley,' by Jeff Brown
4 - 7	<p>Short bursts of writing to support GAPS in Y2 and moderation judgments.</p> <p>Teachers to plan to support class gaps and individual groups targets.</p>	<p>Teachers to plan and teach objectives needed to make progress/fill GAPS.</p>	<p>Teachers to plan and teach objectives needed to make progress/fill GAPS.</p>	<p>Teachers to plan and teach objectives needed to make progress/fill GAPS.</p>	<p>Diary entry</p> <p>Letter writing</p> <p>Setting description</p> <p>Character description</p> <p>Fact files</p>	

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- Select and use appropriate registers for effective communication.