English medium-term plan: Year 2 autumn

Text (s)	Bog Baby
Links to wider curriculum	DT- Building Bog Baby's house, Science- Habitats, Healthy life styles
Reading outcomes	
Writing outcomes	

National curriculum objectives:

Reading	Writing-transcription	Writing-composition	Writing-vocabulary, grammar and punctuation
Word reading Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading **Comprehension** Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by:	Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so fa **Handwriting** 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	Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 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 proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear	Develop their understanding of the concepts set out in English appendix 2 by: learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 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) the grammar for year 2 in English appendix 2 some features of written Standard English Use and understand the grammatical terminology in English appendix 2 in discussing their writing

drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			

Prior Knowledge:	Spelling rules- phase 5 year 1 Orally rehearsing Segmenting and blending skills Some understanding of CLFS.
Misconceptions:	Full stops are at the end of a sentence followed by a capital letter. Use capital letters for proper nouns. Making sure instructions are in chronological order. Use of first person and past correctly.
Spelling	**See scheme**
Handwriting	**See Letter-join scheme**

	Genre	**Adaptive teaching**	**Resources**
Week 1	Write a prediction for the story of Bog Baby	Images from text, scaffolding sentences, word mats.	Image from text, bank of adjectives, modelled work.
Week 2	Plan and write a description of a setting.	Communicate in print sentences. Writing frames.	Planning frames, modelled description, images of setting
Week 3	Following instructions.	Ordering activity, adult guided group write.	Examples on instructions.
Week 4	Plan and write a fact file.	Writing frame with pictures.	Mighty writer planning frame, fact file writing frame
Week 5	Plan and write a description of Bog Baby	Sentences starters, labelling activity, adult guided sentence sharing.	Mighty writer, planning frames, pictures from the text, story board template.
Week 6	Plan and write instructions to make a home for Bog Baby	Structured sentences in communicate in print. Sentence sorting with an adult.	Photographs of activity, writing frame.
Week 7	Character comparison of Bog Baby from the start of the story and the end of the story. Diary entry from Chrissy's point of view.	Sentence sorting, preteach words to segment and blend	Model of diary entry, mighty writer framework, photos of Bog Baby.

Week 8	Plan and retell the story of Bog Baby.	Picture ordering, writing frame, adult guided groups.	Story boards, 5 w's template,
Evaluation:	Children made quick progress through out this unit of work. Children engaged well and were enjoying the story.		