


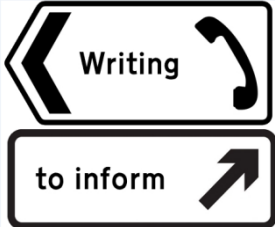

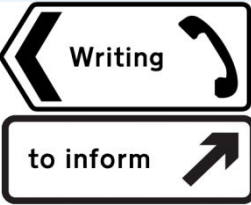




<p>Literacy Medium Term Planning</p>  	<p>Year Group: 2</p>	<p>Teacher: Mrs Price/ Miss Merryweather</p>
	<p>Term: Autumn 2017</p>	<p>Core Text: The true story of the Little Pigs The Nativity The story of Baby Jesus</p>
	<p>Genres covered: Diary Entry – <i>Entertain</i> Retell of the nativity story - <i>Entertain</i> Non Chronological report – <i>Inform</i> Riddle – <i>Entertain</i></p>	

Writing purposes

<p>KS1 – Visit each purpose once per term, building on skills of previous unit.</p>	<p>Lower KS2 – Years 3/4 – To entertain and to inform once per half term until Spring/ Summer term then introduce persuade and discuss.</p> <p>Upper KS2 – Years 5/6 - Discussion and persuasion units from Spring term building on previous learning in LKS2.</p>
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 <p>Writing to entertain</p>		 <p>Writing to entertain</p>		 <p>Writing to discuss</p>	 <p>Writing to persuade</p>
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<p align="center"><u>Phase 1</u> – Reading, Vocabulary & Drama</p> <p align="center">Collect</p>	<p align="center"><u>Phase 2</u> – Planning and Developing Ideas</p> <p align="center">Connect</p>	<p align="center"><u>Phase 3</u> – Drafting & Editing</p> <p align="center">Create</p>
<p><u>Purpose:</u> To explore and learn the skills of writing through reading as a writer, deepen understanding and promote spoken language and Standard English.</p> <ul style="list-style-type: none"> -Writing outcome, audience and purpose should be shared with children at the start of a new writing unit. -Teacher to share a high quality WAGOLL, which has been hand-written to show children the expectation of the end of unit writing outcome and includes the key features of the checklist (which forms the majority of the teaching sequence and GPS). -The unit outcome checklist is to be created based on the NC objectives for each year group and the key skills that have been identified as the needs of your class/individual groups. -Whole class shared reading and guided reading form the focus of this part of the sequence as children are saturated in high quality examples of the genre. -Vocabulary collections begin to be generated as children ‘maggie’ writer’s expert words and phrases. The working wall begins to develop these collections alongside generalised sentence structure and composition taken from the text, modelling and starters. <p>Talk for Writing</p> <ul style="list-style-type: none"> -Children are given opportunities to learn a range of drama techniques which will allow them to explore character, setting and themes. Vocabulary continues to be collected as the children generate this through characterisation, the development of plot or cohesive text structure. This is where composition is orally rehearsed. <p>Use this phase flexibly to meet what the children will need during the writing phase and revisit if needed.</p>	<p><u>Purpose:</u> To support the structure and composition of the children’s writing and organise and develop ideas.</p> <ul style="list-style-type: none"> -After initial reading and ripping of the text, WAGOLL and other good writing examples, the teacher should model and demonstrate and teach children composition. This should include: sentence structure and manipulation of clauses; a range of punctuation that is aimed at the age of the children and possibly higher to differentiate; structure and organisation of the text; manipulation of vocabulary and language features to hook and engage the reader. -The planning and build-up of writing should be integrated within the teaching sequence and broken down to enable the children to eventually create a complete piece of writing. -Sensational sentences, GPS skills, KPIs and PIs should be incorporated and linked where possible. -Shared, supported, guided and collaborative writing takes place throughout this phase and opportunities are provided for children to develop in detail individual sections of the text, depending upon the focus (unit outcome and the children you are teaching). -Washing lines and working walls are used to show individual sections that build up to a whole text, which are a mixture of the teacher’s and children’s work. 	<p><u>Purpose:</u> To write a first draft and improve using outcomes specific to the task.</p> <ul style="list-style-type: none"> -Children should write as readers and be constantly reminded of their purpose and audience for their writing. -Children should be reminded of the WAGOLL and be given the end of unit expectations for their written outcome (genre-specific skills / KPIs and PIs). -Extended pieces of writing are in-depth marked and children are given Think Pinks and/or Challenges to correct GPS and improve their writing in some way. This may just be individual sentences or complete sections of the text, e.g. introductory paragraph. -Children are given the opportunity to reflect on the progress they have made. Encourage children to use the checklists to identify what features they have used and the impact that these have had on the reader. Reflection comments in books show pupil voice and explicitly express individual learning and progress. <p align="center"><u>Phase 4</u> – Published Outcomes</p> <p><u>Purpose:</u> To present the final piece of writing to a high standard.</p> <ul style="list-style-type: none"> -Writing should be published on paper and presented to a high standard. Teacher should model and demonstrate the cursive script and what is expected in regards to presentational devices, depending on the writing outcome. -Children should be taught how to present their work in different ways and decorate as appropriate – creativity should be encouraged and shared. -Publishing may be taught in the Literacy lessons or on an afternoon in replace of a non-foundation subject as writing is our key priority. -The paper should be cut to fit neatly in books and where possible, children’s work should be displayed in the classroom and around the school.

Written Outcome	Teaching Points	Learning journey across unit Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation)	Interim Framework
Fiction	<p>Vocabulary</p> <ul style="list-style-type: none"> Spelling rules/common exception words knock, huge, wrong, slowly, find, behind, many, people, wild, eyes, both ,plants Topic related words Slyly, sneakily, cunningly ,curly, oink, fairy tale, grunt, rolling ,squelching, muddy, farm, woods ,gentle ,snort, mammal ,beady, black eyes, needle sharp teeth, howling, hunt, <p>Genre features</p> <ul style="list-style-type: none"> Hardest clue must come first Sentence types- statements and questions First person Present tense – I am, you can, it is Figurative language (onomatopoeia/similes) Easiest clue comes last Riddle ends in a question <p>Writing Skills</p> <p>Writing in the first person Sentence types -statement and question Co-ordinating conjunction but, or Expanded noun phrases to add specific detail. Exploring Figurative language – onomatopoeia/similes Use vocabulary linked to the senses.</p> <p>Sensational Sentences</p> <p>Expanded noun phrases The use of ly (Double ly ending sentence) List sentence BOYS Sentence</p>	<p>Collect:</p> <ul style="list-style-type: none"> Ponder and Predict – generate questions about the text and predict what you think is going to happen Share the text and WAGOLL. Discuss features of a riddle. How is the riddle created? Read riddles and make their own predictions of the object, character. Emphasise the importance of the layout features - order the clues are put in, Question at the end Brainstorm what they know about the animals (wolf,pig) including appearance, sound, movement, character traits Research further ideas using online sources, books etc Develop vocabulary using senses HA to build on collected vocabulary using a thesaurus <p>Connect:</p> <ul style="list-style-type: none"> Using new vocabulary to create expanded noun phrases and list sentences focus on appearance and movement Build on use of verbs by using adverbs and put into sentences Teach co-ordinating conjunctions. Children to use brainstorms and collected vocabulary to write but and or sentences Explore onomatopoeia words – sounds the animals make to create sentences. Teach similes to build on the riddle to challenge HA chn Evaluate prior work to select highest quality sentence types for riddle <p>Create:</p>	<p><i>Writing -Ongoing</i></p> <ul style="list-style-type: none"> using the diagonal and horizontal strokes needed to join letters in some of their writing writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters. <p><i>Writing</i></p> <ul style="list-style-type: none"> demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks <p><i>What am I ?</i></p> <ul style="list-style-type: none"> using sentences with different forms in their writing (statements, questions, exclamations and commands) <p><i>Statements</i></p> <p><i>I slyly sneak to hunt my prey.</i></p> <ul style="list-style-type: none"> using some expanded noun phrases to describe and specify spelling many common exception words* <i>I have long, bushy tail and black, beady eyes</i> using present and past tense mostly correctly and consistently <ul style="list-style-type: none"> using co-ordination (or / and / but) and some subordination (when / if / that / because) <i>You might find me terrifying, but you are wrong.</i> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly spelling some words with contracted forms* <i>Don't get too close or I will bite you.</i> adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly* <i>I spend my time happily rolling around in the mud.</i>
Non-Fiction			
Poetry			
<p>Written Outcome: <i>Animal Riddles</i></p>			
<p>Audience: <i>Year 1 (Key stage One poetry party Sharing poems)</i></p>			
<p>Purpose: <i>To entertain young children</i></p>			

- *Order sentences that have been selected.*
- *Write riddle in the most appropriate order*

Reading- Interim framework

- *read accurately most words of two or more syllables*
 - *read most words containing common suffixes**
 - *read most common exception words**
- read words accurately and fluently without overt sounding and blending,*

These will be used when reading riddles, the WAGOLL, fact files and online sources.

Written Outcome	Teaching Points	Learning journey across unit Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation)	Interim Framework
Fiction	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Spelling rules/common exception words <i>cell, saddest, knocked, brother, hopeless, wouldn't, door, because, told great</i> Topic related words <i>Punishment, framed, rude, impolite, lovely, scrumptious cake, sneezed, house, straw, sticks, bricks, jail</i> <p><u>Genre features</u></p> <p>Date/opening First person Informal Chronological order of events Detailed descriptions of events Emotive language Paragraphs</p> <p><u>Writing Skills</u></p> <p>Writing in the first person Using personal pronouns Adverbs/adverbials of time Subordinating conjunctions (because, when, if) Past/Present tense Expanded noun phrases</p> <p><u>Sensational Sentences</u></p> <p>Expanded noun phrases Subordination conjunctions – because, when if ABB sentence 2A sentences</p>	<p><u>Collect:</u></p> <ul style="list-style-type: none"> Read text and discuss new vocabulary Order the events that happened. Use Pie Corbett actions to reinforce understanding. Collect adverbs/ adverbials of time for the events Role-play/drama to enable children to consolidate the events, understand actions and dialogue of the characters. Talk for writing – Role play telephone conversations to get into the role of the wolf. Collect vocabulary including emotive language and adjectives for description Differentiate vocab lesson/ HA to create sentences using new words/ LA support by adding actions to meanings <p><u>Connect:</u></p> <ul style="list-style-type: none"> Develop an opening of the diary entry starting with a summary of the day including the wolf's feelings. Sentence prompts to support LA. Include ambitious vocabulary with HA. Begin to develop the first paragraph describing the first part of the day. Teach subordinating conjunctions thread them within the text. Paragraph other events Build on expanded noun phrases <p><u>Create:</u></p> <ul style="list-style-type: none"> Create and develop sections for each event and use proof-reading and editing skills to improve these Children will create their own diary entry from the wolf's point of view. 	<p><i>Writing -Ongoing</i></p> <ul style="list-style-type: none"> using the diagonal and horizontal strokes needed to join letters in some of their writing writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters. demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks using sentences with different forms in their writing (statements, questions, exclamations and commands) <p><i>I have been framed!</i> <i>Talk about being rude!</i> <i>Can you believe it?</i></p> <ul style="list-style-type: none"> using some expanded noun phrases to describe and specify spelling many common exception words* <p><i>Early this morning I decided to make a lovely, scrumptious birthday cake for my dear old granny.</i></p> <ul style="list-style-type: none"> using present and past tense mostly correctly and consistently using co-ordination (or / and / but) and some subordination (when / if / that / because) <p><i>I went next door because I needed to borrow a cup of sugar.</i> <i>The pigs were very rude to me when I asked politely for a cup of sugar.</i></p> <ul style="list-style-type: none"> spelling some words with contracted forms* <p><i>I wouldn't have gone to the next pig's house if I had my cup of sugar.</i></p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly* <p><i>For my punishment, I have been put in jail for twenty years.</i> <i>I was getting awfully full.</i></p>
Non-Fiction			
Poetry			
<p>Written Outcome: <i>Diary entry from the wolf's point of view.</i></p>			
<p>Audience: <i>Year 2 parents</i></p>			
<p>Purpose: <i>To entertain parents with the true events of the tale – three little pigs</i></p>			

*I have tried to justify my actions but it is hopeless
nobody believes me.*

Reading – Interim Framework

- *read accurately most words of two or more syllable*
- *read most words containing common suffixes**
- *read most common exception words*

Written Outcome	Teaching Points	Learning journey across unit Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation)	Interim Framework
Fiction	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Spelling rules/common exception words <i>World, warm, door, poor, climb, cold, break, many, people, water</i> Topic related words – <i>Yurt, Mongolia, tree house, protection, stilt houses, weather, wood, bricks, straw, Ghana, hot, cold places</i> <p><u>Genre features</u></p> <p>Title Introduction paragraph Paragraphs Subheading Factual and descriptive language Present tense Technical language Third Person Conclusion</p> <p><u>Writing Skills</u></p> <p>Writing in the third person Co-ordinating conjunctions (or, and, but) Present tense Factual and descriptive language Technical language Using commas in a list</p> <p><u>Sensational Sentences</u></p> <p>Commas in a list Co-ordination conjunctions Expanded noun phrases 2A sentences ABB sentence</p>	<p><u>Collect:</u></p> <ul style="list-style-type: none"> Rip-apart the WAGOLL for key features and language Identify key features of non-chronological report Research facts about homes around the world using various sources (video clips, internet, books, information factsheets) Brainstorm ideas and facts. <p><u>Connect:</u></p> <ul style="list-style-type: none"> Writing informative sentences from the facts collected. Sentence prompts to support LA chn. Develop sensational sentences that can be used within the paragraphs. HA to be encouraged to use descriptive language to expand and specify information. Teach co-ordinating conjunctions thread them within the text. Develop an introduction paragraph. Develop paragraphs using subheadings <p><u>Create:</u></p> <ul style="list-style-type: none"> Create and develop sections under the subheadings. Use proof-reading and editing skills to improve these. Children will create a non-chronological report on Houses around the world. 	<p><i>Writing -Ongoing</i></p> <ul style="list-style-type: none"> using the diagonal and horizontal strokes needed to join letters in some of their writing writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters. demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks <p><i>Stilt houses are usually located in Asia.</i></p> <ul style="list-style-type: none"> using sentences with different forms in their writing (statements, questions, exclamations and commands) <p><i>Did you know?</i></p> <p>Yurts</p> <ul style="list-style-type: none"> spelling many common exception words* Many nomads live in homes similar to tents. using present and past tense mostly correctly and consistently using some expanded noun phrases to describe and specify using co-ordination (or / and / but) and some subordination (when / if / that / because) <p><i>They move their house when their domestic animals have eaten the grass in that area.</i></p> <p><i>Yurts are built of cloth or skins stretched over a collapsible, portable framework of light wooden poles.</i></p> <p><i>Stilt houses are built to protect against flooding¹ but they also keep out vermin.</i></p> <ul style="list-style-type: none"> spelling some words with contracted forms* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly* <p><i>Yurts can be carried easily and can be set up quickly.</i></p>
Non-Fiction			
Poetry			
<p>Written Outcome: <i>Non-chronological report</i></p>			
<p>Audience: Children decide their own audience</p>			
<p>Purpose: <i>To inform others of houses around the world</i></p>			

Reading – Interim Framework

- *read accurately most words of two or more syllable*
- *read most words containing common suffixes**
- *read most common exception words*

Written Outcome		Teaching Points	Learning journey across unit Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation)	Interim Framework
Fiction		<p>Vocabulary</p> <ul style="list-style-type: none"> Spelling rules/common exception words <i>Camel, travel, walk, donkey, watch, peaceful, grateful, kindly, child, gold, would, path, people</i> Topic related words – <i>astonished, journey, stable, innkeeper, bearing, manger, shepherds, wisemen</i> <p>Genre features</p> <p><i>An opening including setting and characters.</i></p> <p><i>A series of events in chronological order</i></p> <p><i>Problem or complication</i></p> <p><i>Resolution</i></p> <p><i>Ending</i></p> <p><i>Third person</i></p> <p><i>Past tense</i></p> <p><i>Descriptive language</i></p> <p>Writing Skills</p> <p><i>Adverbs/adverbials of time</i></p> <p><i>Expanded noun phrases</i></p> <p><i>Descriptive language</i></p> <p><i>Third person</i></p> <p><i>Past tense</i></p> <p>Sensational Sentences</p> <p><i>Expanded noun phrases</i></p> <p><i>The use of ly</i></p> <p><i>ABB sentence</i></p>	<p>Collect:</p> <ul style="list-style-type: none"> Read text and discuss new vocabulary. HA will improve on vocab used within the text using a thesaurus Order the events that happened. Collect adverbs/ adverbials of time for the events Role-play/drama to enable children to consolidate the events, understand actions and dialogue of the characters. Collect vocabulary including descriptive and emotive language Storyboard the events include adverbs/adverbials of time <p>Connect:</p> <ul style="list-style-type: none"> Develop the opening of the story including the setting and characters Begin to build on expanded noun phrases and improve sentences using new vocabulary. Write sentences using co-ordination and subordination conjunctions in sentences. HA will be encouraged to use inverted commas to indicate speech used within the text. Paragraph other events using adverbs and adverbials of time <p>Create:</p> <ul style="list-style-type: none"> Create and develop sections for each event and use proof-reading and editing skills to improve these Children will write the retell of the nativity story. 	<p><i>Writing -Ongoing</i></p> <ul style="list-style-type: none"> using the diagonal and horizontal strokes needed to join letters in some of their writing writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters. demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks <i>“Is there any room at the inn?” said Joseph.</i> using sentences with different forms in their writing (statements, questions, exclamations and commands) spelling many common exception words* <i>She was to have a child and he would be the son of God.</i> using present and past tense mostly correctly and consistently using some expanded noun phrases to describe and specify <i>Mary and Joseph travelled along the hot, dusty roads on their donkey.</i> using co-ordination (or / and / but) and some subordination (when / if / that / because) <i>Joseph tried and tried again but to no avail.</i> <i>Up in the hills some shepherds were watching their flock by night when they were blinded by a bright light.</i> spelling some words with contracted forms* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly* <i>Mary and Joseph were very grateful to the innkeeper.</i> <p><i>Reading – Interim Framework</i></p> <ul style="list-style-type: none"> read accurately most words of two or more syllables read most words containing common suffixes* • read most common exception words
Non-Fiction				
Poetry				
Written Outcome: <i>Retell of the nativity story</i>				
Audience: <i>Share the nativity story with Reception children</i>				
Purpose: <i>To entertain and share a story with young children</i>				

