AUTUMN 1	MEDIUM TERM PLAN: ENGLISH YEAR 2			
The Lighthouse Keeper's Lunch By Ronda & David Armitage	PLANNING PROMPTS What is the writing purpose? Inform, persuade, instruct, entertain, recount, explanation. What form will the work be presented in? Diary, letter, newspaper, story, recipe, poster, leaflet, blog, web page, twitter. Fiction or Non-Fiction Formal or Informal Who is the audience? Peers, adults, younger children, older children, siblings, friends, characters. VOCABULARY capital letter, full stop, finger space, sentence, adjective, description, detail, expanded noun phrase, conjunction, connecting, word choice, verbs, instructions, order, perched, industrious, tended, brightly, concocting, delicious, particularly, appetising, scavenging, devoured, gusto, slightest, accomplished, ingenious pitifully, expectant, scrumptious, leisurely			
PRIOR LEARNING	OBJECTIVES	REVISIT	IDEAS	
	-Sequencing events within a story corre- inaccurate reading. -Discussing word meaning, linking new meaning those already known. Discussing more cor- vocabulary (see vocabulary list), linking meanings to those already known. -Continue to build upon the repertoire of p learnt by heart (Y1) and reciting some appropriate intonation to make the meaning clear -Participate in discussion about books, poems other material, both those that they listen to those that they read to themselves.	gs to nplex new oems with ur. s and		
COMPREHENSION SKILL PRACTICE *REFER TO SEQUENCED READING OBJECTIVES	-Draw inferences such as inferring character feelings, thoughts and motives from their action and justifying inferences with evidence. -Predict what might happen from details stand implied. -Retrieve, record and present information non-fiction. -Discuss how items of information are relative representing this in different ways.	tated from	 Predicting the title of the book from the front cover. Predicting what may happen within the story from Mrs Grinling's plans to scare off the seagulls. Creating disgusting sandwiches like Mrs Grinling's mustard concoction. Describing what they can see in the illustration of where Mr & Mrs Grinling live. 	
	 Vary the ways in which sentences are joined ordination using 'and, or but'. Or Sub-ordin using 'when, if, because'. Punctuate mostly correctly, including colletters, full stops, question marks, exclam marks, commas in a list. Identify and select appropriate vocabulary the four word classes. Choose past and present tense correctly consistently apply. Inc progressive form. 	apital apital ation from NEW	 terminology and how conjunctions are used. Revisit sentence structure and punctuation. Introduce verbs and time conjunctions for instruction writing. 	

SENTENCE STRUCTURE Practice: application smaller piece of writing PUNCTUATION Practice: application smaller piece of writing	 -Consistently write a range of sentence structures which are grammatically correct. -Compose sentences orally - drafting ideas together, recording ideas and key words drawn from wide reading. -Confidently and independently write poems which are effective, in a variety of forms. Demarcate sentences correctly, using a growing range of punctuation eg. a comma to avoid ambiguity, brackets, commas, dashes. 	NEW NEW	 Revisit 'holding a sentence' before writing it down. Using new vocabulary in independent sentences. Capital letters, finger spaces and full stops.
PLANNING FOR WRITING RETURN TO STRUCTURE OF TEXT WHEN NEEDED	-Compose sentences orally before writing. Orally compose and write a variety of simple poems, sometimes independently.	REVIS	 Sharing what they can see for the setting description - whole class hold a sentence practise. Sharing ideas of disgusting sandwiches, orally rehearsing before writing down.
WRITING OUTCOME Task to allow application of GP and SS	 -Maintain appropriate narrative form through longer pieces of writing about personal experiences or those of others, whether real or not. -Write about real events, independently maintaining form and purpose. -Spell confidently at national standard, using phonemic knowledge and familiarity with YR2 spelling rules and conventions. -Attempt to spell more ambitious vocabulary. -Spell all common exception words in the YR2 spelling appendix accurately. -Spell all common homophone words in the YR2 spelling appendix accurately. -Spell most contractions accurately e.g. it's, can't, didn't, or to mark singular possession. -Consistently use features of standard English. 	NEW	 Writing a setting description, describing various nouns within the illustration. Writing descriptions of disgusting sandwiches. Writing simple instructions in order. Using phonics knowledge to spell independently
REDRAFTING AND EDITING	-Discuss own writing with others; make appropriate revision. -Reread writing and make revisions and additions, often without prompting.	NEW	
HANDWRITING	 Writing is legible. All letters and digits are consistently formed of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Appropriate letters are joined according to the school handwriting policy. 	REVIS	