

Year 2 Spoken Language Medium-Term Plan

Key objectives	Possible experiences
<p>Physical</p> <ul style="list-style-type: none"> • Speak audibly and clearly in front of a group • Begin to vary volume and tone to suit different purposes (e.g. excitement, storytelling) • Use gestures to support meaning when presenting ideas <p>Linguistic</p> <ul style="list-style-type: none"> • Use a growing range of sentence stems (e.g. <i>I think that...</i>, <i>My opinion is...</i>) • Begin to use topic-specific vocabulary in discussions • Choose words to clarify meaning (e.g. changing 'thing' to a more specific noun) <p>Cognitive</p> <ul style="list-style-type: none"> • Explain their ideas with reasons (e.g. <i>because...</i>) • Ask and answer questions to extend understanding • Begin to summarise main points from a discussion or story <p>Social and emotional</p> <ul style="list-style-type: none"> • Take turns and listen to others without interrupting • Respond appropriately to what others say • Begin to adapt what they say depending on who they're talking to (e.g. teacher vs peer) 	<ul style="list-style-type: none"> • Share ideas in pairs, small groups, and whole class • Present a favourite toy/book/idea to the class • Take part in drama activities and short performances • Read aloud with expression • Perform a poem or rhyme as part of a group • Ask a visitor a question in a class Q&A • Retell a story or recount an experience to a partner or group • Explain how they solved a problem in maths

Year 2 Reading Medium-Term Plan

	FFT titles	Specific Year 2 Objectives	Reading for pleasure
AUTUMN 1	The Tale of Chicken Little <i>Traditional tale</i>	To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales To recognise simple recurring literary language in stories To discuss the sequence of events in books and how items of information are related Read and listen to the story and make links to books they have read	Autumn Reading Spine: <ul style="list-style-type: none"> The Hodgeheg, The owl who is afraid of the dark, Flat Stanley
	Extreme Earth <i>NF Geography</i>	To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways To discuss and clarify the meanings of words, linking new meanings to known vocab To explore syllable boundaries and read each syllable separately before they combine them to read a word To explain and discuss their understanding of the book	
	Animal Poems <i>Poetry</i>	To listen. Discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make meaning clear	
AUTUMN 2	<i>The Great escape</i> <i>Fiction</i>	To identify the different variations to how -ed words are spelt and pronounced. To identify sentences with different forms: statement, question, exclamation, command. To discuss and clarify the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related. Justify their preferences and point of view.	Book Week
	<i>Ants are Everywhere</i> <i>NF-Animals</i>	To listen, discuss and express views about non-fiction To be introduced to non-fiction books that are structured in different ways and learn about cause and effect. To discuss and clarify the meanings of new words, linking meanings to known vocab. To explain and discuss their understanding of the book.	
SPRING 1	Kongy arrives <i>Fiction</i>	To increase fluency by reading common words easily and automatically. To discuss and clarify the meanings of words, linking new meanings to known vocab. To discuss sequence of events in the story and how they are related Read and listen to the story and make links to books they have read. Justify their preferences and points of view	Spring Reading spine: <ul style="list-style-type: none"> Meerkat mail, Amazing Grace Fantastic Mr Fox
	Why do stars twinkle? <i>NF-Science</i>	To listen, discuss and express views about non-fiction To be introduced to non-fiction books that are structured in different ways and learn about cause and effect. To discuss and clarify the meanings of new words, linking meanings to known vocab. To explain and discuss their understanding of the book.	
SPRING 2	The dreams of Moxie mouse and Cat Capone <i>Poetry</i>	To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To identify expanded noun phrases to describe and specify-e.g. blue butterfly	World Book day Book Fair

	An invitation to a party <i>NF-Instructions</i>	<p>To listen, discuss and express views about non-fiction</p> <p>To be introduced to non-fiction books that are structured in different ways.</p> <p>To discuss how items of information are related.</p> <p>To follow instructions checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>To discuss and clarify the meanings of new words, linking meanings to known vocab.</p> <p>To explain and discuss their understanding of the book.</p>	
	Anna's homework <i>Fiction</i>	<p>To increase fluency by reading common words easily and automatically.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocab.</p> <p>To discuss sequence of events in the story and how they are related</p> <p>Review common exception words.</p>	
SUMMER 1	Lost <i>Fiction</i>	<p>To increase fluency by reading common words easily and automatically.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocab.</p> <p>To discuss sequence of events in the story and how they are related</p> <p>Identify apostrophes for contracted form.</p>	<p>Summer Reading spine:</p> <ul style="list-style-type: none"> ● Old Miss Willa, ● Traction Man
	Snow white and the Jazz band <i>Trad tale/poetry</i>	<p>To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales</p> <p>To listen, discuss and express views about a range of contemporary poetry</p> <p>To identify sentences with different forms: statement, question, exclamation, command.</p> <p>To discuss sequence of events in the story and how they are related</p> <p>Justify their preferences and point of view.</p>	
SUMMER 2	Bea's Pumpkin <i>Fiction</i>	<p>To increase fluency by reading common words easily and automatically.</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocab.</p> <p>To discuss sequence of events in the story and how they are related</p> <p>To identify expanded noun phrases to describe and specify-e.g. blue butterfly</p> <p>To identify commas in lists.</p> <p>To read words containing suffix -ly.</p>	
	It came from outer space <i>Poetry</i>	<p>To listen. Discuss and express views about a range of contemporary poetry</p> <p>To recognise simple recurring literary language in poetry</p> <p>To discuss their favourite words and phrases</p> <p>To build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make meaning clear.</p>	
	In the year 2100 <i>NF-Science</i>	<p>To listen, discuss and express views about non-fiction text</p> <p>To be introduced to non-fiction books that are structured in different ways and learn about cause and effect.</p> <p>To discuss and clarify the meanings of new words, linking meanings to known vocab.</p> <p>To explain and discuss their understanding of the book.</p>	

Year 2 Writing Autumn Medium-Term Plan

	Term 1	Term 2	Composition
Narrative	<p>Stories through diaries/poems FFT Books- The tale of Chicken Little -Animal Poems</p> <p><u>Writing outcome:</u> <i>To write a diary entry</i> <i>To write a descriptive poem</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • use capital letters and full stops to mark sentences • recognise nouns and adjectives • use adjectives to create noun phrases • recognise the present and past tense • use the past tense independently • begin to use co-ordinating conjunctions to link ideas 	<p>Narrative written in the first person FFT Books: The Great Escape</p> <p><u>Writing outcome:</u> <i>To write a narrative in letter form</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • use capital letters, full stops and exclamation marks • recognise nouns and adjectives • use adjectives to create noun phrases • recognise the present and past tense • use the past tense independently • use a range of co-ordinating conjunctions use commands and statements to inform • use exclamation marks when writing commands 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - write narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>Pre-writing and planning</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new words <p>Drafting and writing encapsulating what they want to say, sentence by sentence</p> <p>Revising and redrafting</p> <ul style="list-style-type: none"> - evaluate their writing with the teacher and other pupils - use re-reading to check that their writing makes sense - check that verbs indicate that time are used correctly and consistently, including verbs in the continuous form <p>Editing and checking</p> <ul style="list-style-type: none"> - proofread to check for errors in spelling and punctuation <p>Publishing and presenting</p> <ul style="list-style-type: none"> - read aloud what they have written with appropriate intonation to make the meaning clear <p>Grammatical terminology <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present), apostrophe, comma</i></p>
Non-narrative	<p>Non-chronological reports FFT Book-Extreme Earth</p> <p><u>Writing outcome:</u> <i>To plan and write a fact sheet about the different places around the world</i> <i>To write about real events-disasters</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • begin to use simple organisation features for NCR • use co-ordinating conjunctions to link ideas • write questions using what, where, when and why • use question marks to demarcate questions 	<p>Non chronological-Information posters FFT Books: Ants are everywhere</p> <p><u>Writing outcome:</u> <i>To plan and write a fact poster.</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • begin to use simple organisation features for NCR • recognise features of exclamations • use a range of co-ordinating conjunctions write questions using what, where, when and why • use question marks to demarcate questions 	
Grammatical terminology			Transcription
			<p>Handwriting – based on Pen Pals scheme</p> <p>Spelling – based on FFT: Reading with the Jungle Club scheme</p>

Year 2 Writing Spring Medium-Term Plan

	Term 1	Term 2	Composition
Narrative	<p>Traditional Tales from around the world FFT books: Kongy arrives Anna's homework</p> <p><u>Writing outcome:</u> <i>To plan and write a traditional tale in their own words.</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> form adjectives using suffixes use capitals, full stops, ? and ! consistently use the present and past tense correctly begin to use subordination (e.g. when, if, because) use expanded noun phrases to describe 	<p>Adventure Poetry FFT: The dreams of Moxie Mouse and Cat Capone</p> <p><u>Writing outcome:</u> <i>To innovate and write an adventure poem</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> form adjectives using suffixes Use poetry form Use expression and intonation when performing use capitals, full stops, ? and ! consistently begin to use apostrophes for contracted forms use co-ordination and subordination begin to use rhyming words use expanded noun phrases to describe 	<p>Develop positive attitudes towards and stamina for writing by</p> <ul style="list-style-type: none"> write narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Pre-writing and planning</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new words <p>Drafting and writing</p> <ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence <p>Revising and redrafting</p> <ul style="list-style-type: none"> evaluate their writing with the teacher and other pupils use re-reading to check that their writing makes sense check that verbs indicate that time are used correctly and consistently, including verbs in the continuous form <p>Editing and checking</p> <ul style="list-style-type: none"> proofread to check for errors in spelling and punctuation <p>Publishing and presenting</p> <ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear <p>Grammatical terminology <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present), apostrophe, comma</i></p>
Non-narrative	<p>Non-chronological reports FFT Books: Why do stars twinkle?</p> <p><u>Writing outcome:</u> <i>To plan and write a science based information leaflet based on the stars/space/real events</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> use capitals, full stops, ? and ! consistently begin to use commas for lists begin to use subordination (e.g. when, if, because) use the present tense correctly and consistently use simple organisation features for NCR 	<p>Non-fiction-Instructions FFT: An invitation to a party</p> <p><u>Writing outcome:</u> <i>To write instructions</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> recognise features of exclamations and commands use exclamation marks when writing commands use a range of co-ordinating conjunctions use commands and statements to inform begin to use commas for lists begin to use subordination (e.g. when, if, because) use the present tense correctly and consistently use apostrophes for the possessive (singular) 	
Grammatical terminology			Transcription
			<p>Handwriting – based on Pen Pals scheme</p> <p>Spelling – based on FFT: Reading with the Jungle Club scheme</p>

Year 2 Writing Summer Medium-Term Plan

	Term 1	Term 2	Composition
Narrative	<p>Adventure Stories FFT books: Lost Bea's pumpkin <u>Writing outcome:</u> <i>To plan and write their own version of an adventure story</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • use punctuation to demarcate sentences • use co-ordination and subordination • use expanded noun phrases to describe/specify • use the past and present tense correctly • use apostrophes for the possessive (singular) 	<p>Play scripts/poetry and performances FFT Books: Snow white and the Jazz Band(story poem) It came from outer space(poetry collection) <u>Writing outcome:</u> <i>To write a simple playscript/poem.</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • use punctuation to demarcate sentences • to perform a poem using expression and intonation • use co-ordination and subordination • use the present tense correctly and consistently • use the progressive from of verbs for past tense • use expanded noun phrases to describe/specify • begin to use simple features of a playscript 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - write narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>Pre-writing and planning</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new words <p>Drafting and writing encapsulating what they want to say, sentence by sentence</p> <p>Revising and redrafting</p> <ul style="list-style-type: none"> - evaluate their writing with the teacher and other pupils - use re-reading to check that their writing makes sense - check that verbs indicate that time are used correctly and consistently, including verbs in the continuous form <p>Editing and checking</p> <ul style="list-style-type: none"> - proofread to check for errors in spelling and punctuation <p>Publishing and presenting</p> <ul style="list-style-type: none"> - read aloud what they have written with appropriate intonation to make the meaning clear <p>Grammatical terminology <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present), apostrophe, comma</i></p>
Non-narrative	<p>Non-chronological reports FFT Books: In the year 2100 <u>Writing outcome:</u> <i>To plan and write a NCR linked to Science and the future</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • use the present tense correctly and consistently • use commas for lists • use apostrophes for contracted forms • use simple features of a NCR 	<p>Newspaper recounts FFT Books: It came from outer space(poetry collection) <u>Writing outcome:</u> <i>To plan and write a newspaper report using poem/current issues as info.</i></p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • use and apply grammatical features of Newspaper reports • use the past tense correctly and consistently • use commas for lists • use simple features of recounts • consistently use punctuation correctly 	
Grammatical terminology			Transcription
			<p>Handwriting – based on Pen Pals scheme</p> <p>Spelling – based on FFT: Reading with the Jungle Club scheme</p>