
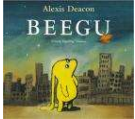








Year 2 Medium Term Plan - English

Fiction focus Non-fiction focus Poetry						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	1. Writing to inform 2. Writing to entertain	1. Writing to entertain 2. Writing to entertain	1. Writing to entertain 2. Writing to inform	1. Writing to entertain. 2. Writing to inform	1. Writing to inform 2. Writing to entertain	
Core Texts	 	 Edgar the Excitable Dragon – JL Advert	 	 Weather Report	 Poems	
Short Burst Writing	Letter Character description.	Setting description Character description	Setting description Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates, diary	Letters of advice, short news-reports, writing in role, retellings, information poster. Description of local area.	Short explanation, advertisement, letter of advice, school report card (character description), invention description	
Final Outcomes	Recount Narrative	Narrative Setting description	Narrative Non- Chronological Report	Narrative Weather Report	Explanation	
Authorial Intent	Children understand the purpose of the	Children understand the purpose of the	Children understand the purpose of the piece they are writing.	Children understand the purpose of the	Children understand the purpose of the piece they are writing.	Children understand the purpose of the

	<p>piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Children will be able to sequence their writing.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind, describing their own experiences and emotions.</p> <p>Use familiar story structures to retell an adventure story.</p>	<p>piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Use familiar story structures to retell an adventure story.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Select vocabulary to help paint a picture in the reader's mind. This can include senses.</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p>	<p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Use familiar story structures to retell a familiar adventure story.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Select vocabulary to help paint a picture in the reader's mind. This can include senses.</p> <p>Children understand that some pieces of writing do not need a set sequence.</p> <p>Select tier 2/3 language to inform the reader.</p>	<p>piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>Use some of the senses to describe a setting.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind.</p> <p>Use familiar story structures to retell a familiar adventure story.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Children understand that some pieces of</p>	<p>Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary</p> <p>Children can read and follow steps in order.</p> <p>Children will be able to plan and write steps in order.</p> <p>Select tier 2/3 language to inform the reader.</p>	<p>piece they are writing. Children can engage in discussions around who their audience would be.</p> <p>Talk through their work sentence by sentence to refine what they want to say and gathering topic vocabulary.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p>
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	Children will be able to sequence their writing so it takes the reader on a journey.			writing do not need a set sequence. Select tier 2/3 language to inform the reader. By the end of the Spring term, we would expect them to be developing in these skills.		
Skills Phase	<p>Look at verbs forms for past tense.</p> <p>Use time adverbials to sequence events (recap starter).</p> <p>Use subordinate conjunctions which join a main clause (sentence) and subordinate clause (when).</p> <p>Use commas in a list.</p> <p>Show a sentence is an exclamation sentence by punctuating with !</p> <p>Identify and use adjectives.</p>	<p>Use verbs forms for present tense.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use both co-ordinating and subordinating conjunctions.</p> <p>Use commas in a list.</p>	<p>Show a sentence is an exclamation sentence by punctuating with !</p> <p>Understand the 4 sentences types (statement, question, command and exclamation).</p> <p>Use subordinate conjunctions which join a main clause (sentence) and subordinate clause (when).</p> <p>Use commas in a list.</p>	<p>Write expanded noun phrases (2 adjectives + a noun separated by a comma).</p> <p>Use apostrophes for possession.</p> <p>Use both co-ordinating and subordinating conjunctions.</p> <p>Apostrophes for contraction.</p> <p>Understand and use capital letters for proper nouns.</p> <p>Look at verbs forms for present tense.</p> <p>Identify and use coordinating conjunctions to</p>		

	<p>Write expanded noun phrases (2 adjectives + a noun separated by a comma).</p> <p>Identify and use coordinating conjunctions to link two sentences.</p>			link two sentences.		
Editing	<p>Children will begin to become editors by reading their work aloud, with the teacher or other children and checking for missing capital letters, full stops and incorrect verb tenses.</p> <p>By the end of year 2, some children will be able to offer vocabulary changes to enhance their work.</p>					
Spelling	<p>Coppice Valley Spelling Scheme – Little Wandle Spelling</p> <p>At Coppice Valley we know that learning to spell is an essential skill, and in order for children to become successful writers they need to spell accurately. Within school, children will learn the rules and conventions of the spellings, alongside systems and strategies needed to become confident spellers. In Reception, Year 1 and Year 2 the children have daily Little Wandle lessons where they learn phonemes and graphemes and high frequency words.</p> <p>In Years 2, 3, 4, 5 and 6 the children will also be taught spelling, which focuses on acquiring knowledge of spelling conventions patterns and rules.</p>					