**St Mary’s RC School**

**Literacy Medium Planning 2018**

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| **Class:** Yellow /Ruby **Year:** 2 **Term:** Autumn Term 1st half **Teacher:** Miss Treacy/ |

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|  | **Speaking and Listening** | **Word Level Work, Phonics, Spelling and Vocabulary** | **Sentence Level Work****Grammar and Punctuation** |  **Reading Comprehension**  | **Texts** |
| Week |  | Block Work | **Block Work** | **Block Work** | **Block Work** |
| 1**Fiction -**  **Stories involving fantasy** | Listen and respond appropriately to adults and their peers  | to secure identification, spelling and reading of dge, ge, g words.  | to find examples, in fiction of words and phrases that link sentences and be able to use in their own writing. To re-read own writing for sense and punctuation; To plan and write their own story. 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)Sentences with different forms: statement, question, exclamation, command  | to be aware of the difference between spoken and written language through comparing oral recounts with text.to discuss fantasy story themes and make links between the book being read and other books they have read.to use story structure to write own fantasy storiesto use language of time to structure a sequence of events, e. g; when I had finished…’ ‘Suddenly…’, ‘after that…’ | Aliens love underpants |
| **2 Fiction -**  **Stories involving fantasy**  | Articulate and justify answers, arguments and opinions  | to secure identification, spelling and reading of dge, ge, g words.  | to find examples, in fiction of words and phrases that link sentences and be able to use in their own writing. To re-read own writing for sense and punctuation; To plan and write their own story. 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)Sentences with different forms: statement, question, exclamation, command and the past tense.  | to be aware of the difference between spoken and written language through comparing oral recounts with text.to discuss fantasy story themes and make links between the book being read and other books they have read.to use story structure to write own fantasy storiesto use language of time to structure a sequence of events, e. g; when I had finished…’ ‘Suddenly…’, ‘after that…’ | Beegu |
| 3/4**Non-fiction**Diary entries and Letters | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  | to secure identification, spelling and reading of soft c words, silent k, w, and g and common exception words.‘ing’ and ‘ed’to use word endings to read on sight and spell approximately 30 more words from Appendix list 1.to spell common irregular words from Appendix list 1. | to find example, in non-fiction of words & phrases that link sentences,to read information and recall it. To us sentences with different forms in their writing (statements, questions, exclamations and commands)To write information in letters and diary entries with capital letters and full stopsLearning 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)Sentences with different forms: statement, question, exclamation, command To use conjunctions and adverbs  | to note key structural features e.g clear statement of purpose at start, sequential steps set out in list, direct languageto use models from reading to organise instructions sequentially | Neil Armstrong and Christopher Columbus |
| 5/6**Songs and repetitive poems** | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Look at patterns in songs by learning, singing, writing and performing rounds. | to secure identification, spelling and reading of le ending words and el and al ending words.to use word endingsto read on sight and spell approximately 30 more words from Appendix list 1.to spell common irregular words from Appendix list 1. | to recognise and take account of commas and exclamation marks in readingaloud with appropriate expressionUsing expanded noun phrases to describe and specify, e.g. adjectives to describe nounsto re- read own writing for sense and punctuation  to revise use of capitalisation for emphasis | Read and enjoy poems with repeating patterns.  |   |
| **7** | Consider and evaluate different viewpoints, attending to and building on the contributions of others  | Assessment Week-Common exception word test. | Writing tests | Reading comprehension and spellings. |  |