



## Grindon Infant School Year 2 English Medium Term Planning 2024-2025

### Summer 2-The Kings Pants/Emily and the lucky Dipper (continued from Summer 1)

<i>Fiction</i>	<i>Non-Fiction</i>
<i>Narrative-The King's Pants</i>	<i>Persuasion</i>
<p>To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write simple, coherent narratives in four parts.</li><li>• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.</li><li>• Use past tense mostly correctly and consistently.</li><li>• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.</li><li>• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters.</li><li>• Spell many common exception words.</li><li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words.</li><li>• Read accurately most words of two or more syllables.</li><li>• Sound out most unfamiliar words accurately, without undue hesitation.</li><li>• Read most words containing common suffixes.</li><li>• Read most common exception words.</li><li>• Answer questions and make some inferences.</li><li>• Explain what has happened so far in what they have read.</li><li>• Identify and explain features of persuasive texts and recounts.</li></ul> <p><b>Transform for GDS</b></p> <p>Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"><li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li><li>• Experiment with simple figurative language.</li><li>• Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li></ul>	<p>Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write a simple persuasive piece.</li><li>• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.</li><li>• Use past tense mostly correctly and consistently.</li><li>• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.</li><li>• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters.</li><li>• Spell many common exception words.</li><li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words.</li><li>• Read accurately most words of two or more syllables.</li><li>• Sound out most unfamiliar words accurately, without undue hesitation.</li><li>• Read most words containing common suffixes.</li><li>• Read most common exception words.</li><li>• Answer questions and make some inferences.</li><li>• Explain what has happened so far in what they have read.</li><li>• Identify and explain features of persuasive texts and recounts.</li></ul> <p><b>Transform for GDS</b></p> <p>Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</p> <p><b>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"><li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li><li>• Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li></ul>

- Use the diagonal and horizontal strokes needed to join some letters.
- Independently choose to use features of different forms of writing showing awareness of audience and form.

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- Confidently, accurately and fluently read Gold+ books.
- Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.
- Uses effectively intonation and expression to reflect the comprehension of what is read.
- Read independently and make inferences from the text.
- Make a plausible prediction about what might happen based on what has been read so far.
- Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.
- Demonstrates breadth and depth to vocabulary.
- Reason about what is read including grammar and vocabulary choices describing the impact on the reader.

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English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>TFW- <b>Emily and the Lucky Dipper</b></p> <p>I can generate ideas for an innovated build up.  I can box up an innovated build up.  I can write an innovated build up.  I can box up an innovated climax.  I can write an innovated climax  I can invent a character and describe it.  I can write sentences to describe a character.  I can use my phonic knowledge to read and match pictures to words.</p>	<p>TFW- <b>Emily and the Lucky Dipper</b></p> <p>I can box up a 4-part story.  I can write a 4-part story.  I can empathise with a character.  I can write sentences to describe a setting.  I can use my phonic knowledge to read and match pictures to words.</p>	<p>. TFW- The Queen's Knickers</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p> <p>Whole Class Box it up.</p> <p>I can verbally retell a story using actions.  I can sequence pictures into a 4-part story.  I can verbally retell a story using actions.  I can write a simple sentence using capital letters, finger spaces and full stops.</p>	<p>TFW- The Queen's Knickers</p> <p>Innovation-Change character.</p> <p>Whole Class Box it up then children to plan their innovation on own Box it up.</p> <p>Write innovated story.</p> <p>I can generate ideas for an innovated character and describe them.  I can box up an innovated build up.  I can box up an innovated climax.  I can use adjectives to describe a character.  I can write sentences to describe a character.  I can use 'and' to join ideas together.  I can use my phonic knowledge to read and match pictures to words.</p>	<p>TFW-Own Story</p> <p>Independent Application</p> <p>Create Box it up for own story.</p> <p>Independent Writing-</p> <p>Editing</p> <p>I can generate ideas for an innovated opening.  I can generate ideas for an innovated build up.  I can generate ideas for an innovated climax.  I can generate ideas for an innovated resolution.  I can use adjectives to describe.  I can write sentences to describe a character.  I can use 'and' to join ideas together.  I can use my phonic knowledge to read and match pictures to words.</p>	<p>TFW-Own Story</p> <p>Independent Application</p> <p>Independent Writing-</p> <p>Editing</p> <p>I can box up a 4-part story.  I can write a 4-part story.</p> <p>I can use adjectives to describe.  I can write sentences to describe a character.  I can use 'and' to join ideas together.  I can use my phonic knowledge to read and match pictures to words.</p>	<p>TFW-Persuasion Innovation Item.</p> <p>Whole Class Box it up then children to add their innovation on an additional column.</p> <p>Write innovated persuasive writing.</p> <p>I can use past tense accurately (ed endings).  I can use question marks accurately.  I can use some sub-ordination in my writing when persuading.  I can select effective word choices/phrases for effect.  I can use capital letters, finger spaces and full stops accurately.  I can form my ascenders and descenders correctly.  I can use my phonic knowledge to spell words.  I can begin to spell CEW words accurately.</p>

Reading PM Lesson Focus						
Fiction-Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.	Non-Fiction-Understand how to use alphabetically ordered texts to retrieve information.	Poetry- Listen and read, discussing and expressing views about classic poetry e.g. <i>Owl and the Pussy cat</i> .	Non-Fiction-To evaluate the usefulness of a text for its purpose.	Poetry-Act out a poem using voices and intonation.	Fiction-Predict story endings/incidents, while reading.	Poetry-Discuss meanings of words and phrases that create humour and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple type; to make a class anthology.