



Grindon Infant School Year 2 English Medium Term Planning 2025-2026

Autumn 1-Moonlight Zoo

Fiction	Non-Fiction
<i>Narrative-Moonlight Zoo</i>	<i>Non-Chronological Report- Witches</i>
Retell a 3-part story that has a key central character. Links to Writing Assessment Key Performance Indicators • Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language. • Demarcate sentences with capital letters and full stops. • Understand how to write in the past tense. • Write in the first and third person. • Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing. • Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly. • Spell most common exception words taught so far. Links to Reading Assessment Key Performance Indicators • Read turquoise banded books with 90% accuracy without overt sounding out. • Recall a story structured into 3 parts with detail and story language. • In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. • Read accurately words of two or more syllables that contain the same GPCs as those taught. • Answer questions on what has been read in discussion with the teacher and make simple inferences. • Identify some words and phrases they like and begin to say why. • Use personal experience to connect with texts • Begin to comment on language choices. • Work out meanings of new vocabulary from context. Transform for GDS Make the three events contrast by using adjectives and careful choice of expanded noun phrases. Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Expand information using some subordination AND co-ordination. • Use some expanded noun phrases to describe and specify. • Use a wider range of adjectives e.g. superlative and comparative adjectives. • Structure own writing deciding on what goes in each part. Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)	Use information from research to group and assemble information into a short non-chronological report. Links to Writing Assessment Key Performance Indicators • Use information from research to group and assemble information into a short non-chronological report. • Write about a real event, recording it simply and clearly. • Demarcate sentences with capital letters and full stops. • Understand how to write in the past tense. • Write in the first and third person. • Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing • Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly. • Spell most common exception words taught so far. Links to Reading Assessment Key Performance Indicators • Read turquoise banded books with 90% accuracy without overt sounding out. • Find information from research and take simple notes. • Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways • In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. • Read accurately words of two or more syllables that contain the same GPCs as those taught. • Answer questions on what has been read in discussion with the teacher and make simple inferences. • Identify some words and phrases they like and begin to say why. • Use personal experience to connect with texts • Begin to comment on language choices. • Work out meanings of new vocabulary from context. Transform for GDS Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.

• Discuss favourite words and phrases and give reasons for the choice. • Predict what might happen with responses linked closely to the story characters, plot and language read so far. • Can independently identify key features and use these to help find information. • In a book they can read independently explain what has happened so far, answer questions and make simple inferences. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level. • Make suggestions about what will happen next in the story based on what has happened so far.				Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Expand information using some subordination AND co-ordination. • Use some expanded noun phrases to describe and specify. • Use a wider range of adjectives e.g. superlative and comparative adjectives. • Structure own writing deciding on what goes in each part. Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Discuss favourite words and phrases and give reasons for the choice. • Explain how non-fiction books are used. • Can independently identify key features and use these to help find information. • In a book they can read independently explain what has happened so far, answer questions and make simple inferences. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level.		
English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
All About Me Baseline writing assessment. Year 1 Phonics Screening Check completed for all children. All children to complete individual reading session with an adult and books to go home.	*Punctuation Show* Narrative-Moonlight Zoo Drama- Hot-seating characters/reporting events I can verbally learn a story. I can make a story mountain. I can ask questions. I can retell events. I can use a clear and loud voice. I can verbally learn a story. I can make a story mountain. I can ask questions. I can retell events. I can use a clear and loud voice. I can verbally learn a story. I can map out a story using pictures.	Narrative-Moonlight Zoo I can use capital letters and full stops. I can read and order parts of a text. I can structure a sentence. I can use noun phrases. I can describe a character using adjectives. I can read and order parts of a text. I can use expanded noun phrases. I can use powerful verbs. I can use expanded noun phrases and powerful verbs. I can verbally retell a story. I can read and write grapheme ‘a’	Narrative-Moonlight Zoo I can use capital letters, finger spaces and full stops to retell a story I can retell a story using noun phrases. I can innovate a setting. I can use noun phrases. I can edit and redraft. I can innovate a story using powerful verbs and expanded noun phrases. I can use powerful verbs and expanded noun phrases. I can plan a three part story. I can write a three part story using expanded noun phrases and powerful verbs. I can edit and redraft a three part story. I can read CVC words. I can write a CVC word.	NCR-Witches I can verbally retell a report. I can identify features of a report. I can use different sentence openers. I can use the present tense. I can write an introduction for a NCR using capital letters and full stops. I can verbally retell a report. I can identify features of a report. I can use different sentence openers I can use the present tense. I can use subordinating conjunctions to describe (because, although, if and when) I can use co-ordinating conjunctions to describe. (and, but or, so) I can write an NCR including adjectives, subordination and co-ordination I can verbally retell a report. I can describe a character. I can write a caption for a section of a NCR. Or	NCR-Witches I can plan a NCR using a template. I can use actions to retell a NCR. I can write a NCR. I can plan a NCR I can write a NCR. I can write a caption for a section of a NCR. Or I can write a sentence for a section of a NCR.	NCR-Witches I can plan an innovated NCR using a template. I can write an innovated report. I can edit and redraft. I can plan an innovated NCR using a template. I can write an innovated report. I can edit and redraft. I can write a caption for a section of a NCR. Or I can write a sentence for a section of a NCR.

				I can write a sentence for a section of a NCR. I can describe a character's home		
Reading PM Lesson Focus						
1:1/Small group Reading Fiction-Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	The Gingerbread Man Fiction-Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	The Gingerbread Man Fiction-Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read. Fiction- Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave. Describe and compare characters from different stories, expressing own views using words and phrases from texts .	The Ning Nang Nong Poetry- Talk about own views, the subject matter and possible meanings in poems. Identify descriptive language e.g. adjectives. Comment on which words have most effect and why.	Pandas Non-Fiction-Identify similarities and differences between fiction and non-fiction; understand how they are structured. Non-Fiction- Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. Note the features of non-fiction books that are structured in different ways.	Pandas Non Fiction-Use dictionaries and glossaries to locate words by using initial letter.	Wizard's Pocket Noun phrases/Expanded noun phrases Witch's Cauldron Noun phrases/Expanded noun phrases