



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

### Autumn 2-Little Red Riding Hood

<b>Fiction</b>	<b>Non-Fiction</b>
<b><i>Narrative-Little Red Riding Hood</i></b>	<b><i>Recount</i></b>
<p>Retell a traditional tale-with repeated events using the 'rule of three'.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language.</li><li>• Demarcate sentences with capital letters and full stops.</li><li>• Understand how to write in the past tense.</li><li>• Write in the first and third person.</li><li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li><li>• Form lower-case letters in the correct direction, starting and finishing in the right place.</li><li>• Form lower-case letters of the correct size relative to one another in some of their writing.</li><li>• 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.</li><li>• Spell most common exception words taught so far.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read turquoise banded books with 90% accuracy without overt sounding out.</li><li>• Recall a story structured into 3 parts with detail and story language.</li><li>• In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.</li><li>• Read accurately words of two or more syllables that contain the same GPCs as those taught.</li><li>• Answer questions on what has been read in discussion with the teacher and make simple inferences.</li><li>• Identify some words and phrases they like and begin to say why.</li><li>• Use personal experience to connect with texts</li><li>• Begin to comment on language choices.</li><li>• Work out meanings of new vocabulary from context.</li></ul> <p><b>Transform for GDS</b> Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</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>• Expand information using some subordination AND co-ordination.</li><li>• Use some expanded noun phrases to describe and specify.</li><li>• Use a wider range of adjectives e.g. superlative and comparative adjectives.</li><li>• Structure own writing deciding on what goes in each part.</li></ul>	<p>Write a simple first person recount linked to personal experience maintaining past tense and consistent use of first person.</p> <p><b>Links to Writing Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Write about a real event, recording it simply and clearly.</li><li>• Demarcate sentences with capital letters and full stops.</li><li>• Understand how to write in the past tense.</li><li>• Write in the first and third person.</li><li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li><li>• Form lower-case letters in the correct direction, starting and finishing in the right place.</li><li>• Form lower-case letters of the correct size relative to one another in some of their writing.</li><li>• 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.</li><li>• Spell most common exception words taught so far.</li></ul> <p><b>Links to Reading Assessment Key Performance Indicators</b></p> <ul style="list-style-type: none"><li>• Read turquoise banded books with 90% accuracy without overt sounding out.</li><li>• Find information from research and take simple notes.</li><li>• Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways</li><li>• In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.</li><li>• Read accurately words of two or more syllables that contain the same GPCs as those taught.</li><li>• Answer questions on what has been read in discussion with the teacher and make simple inferences.</li><li>• Identify some words and phrases they like and begin to say why.</li><li>• Use personal experience to connect with texts</li><li>• Begin to comment on language choices.</li><li>• Work out meanings of new vocabulary from context.</li></ul> <p><b>Transform for GDS</b> Write same recount as a third person recount.</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>• Expand information using some subordination AND co-ordination.</li></ul>

<b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"><li>• Discuss favourite words and phrases and give reasons for the choice.</li><li>• Predict what might happen with responses linked closely to the story characters, plot and language read so far.</li><li>• Can independently identify key features and use these to help find information.</li><li>• In a book they can read independently explain what has happened so far, answer questions and make simple inferences.</li><li>• Read most multi-syllable words containing taught GPCs at Phase 4.</li><li>• Show some inference at a basic level.</li><li>• Make suggestions about what will happen next in the story based on what has happened so far.</li></ul>				<ul style="list-style-type: none"><li>• Use some expanded noun phrases to describe and specify.</li><li>• Use a wider range of adjectives e.g. superlative and comparative adjectives.</li><li>• Structure own writing deciding on what goes in each part.</li></ul> <b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"><li>• Discuss favourite words and phrases and give reasons for the choice.</li><li>• Explain how non-fiction books are used.</li><li>• Can independently identify key features and use these to help find information.</li><li>• In a book they can read independently explain what has happened so far, answer questions and make simple inferences.</li><li>• Read most multi-syllable words containing taught GPCs at Phase 4.</li><li>• Show some inference at a basic level.</li></ul>		
English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Little Red Riding Hood  <b>Hook</b> I can verbally retell a story using actions. I can empathise with a character. I can use noun phrases and begin to use expanded noun phrases. I can write a simple character description. I can verbally retell a story using actions. I can develop my fine motor skills. I can write labels with support.	I can use noun phrases. I can read and sequence a story. I can find features of a traditional story. I can use story language and noun phrases to write the beginning of a story. I can use coordinating conjunctions. I can use story language and noun phrases to write the buildup of a story. I can sequence pictures from a traditional tale. I can draw a picture for the beginning, middle and end of the story with simple labels. I can develop my fine motor skills.	I can use time adverbs and story language to write the end of the story. I can begin to use expanded noun phrases. I can redraft a section of my writing. I can order simple sentences from the story. I can develop my fine motor skills. I can write CVC words independently.	I can plan an innovated middle of a traditional tale. I can write an innovated middle of a traditional tale using time adverbs and noun phrases. I can plan an innovated ending of a traditional tale. I can write an innovated ending of a traditional tale using description. I can use coordinating conjunctions. I can write simple captions from the story with support. I can develop my fine motor skills.	TFW – Recount I can verbally re-tell a recount using actions. I can use first person when re-telling my recount. I can begin to use the past tense. I can use noun phrases, simple descriptive language and time adverbials. I can begin to use sub-ordinating conjunctions (because). I can begin to use my sounds to write simple words and phrases. I can sequence pictures from a recount in order. I can develop my fine motor skills.	I can use descriptive language to write a recount. I can use time adverbials and write in the past tense. I can begin to use sub-ordinating conjunctions (because). I can begin to use my sounds to write simple words and phrases. I can write labels independently. I can develop my fine motor skills.	Christmas Writing-shape poetry/acrostic poetry
Reading PM Lesson Focus						

Where the Poppies Now Grow	Where the Poppies Now Grow	The Bear and the Piano	The Bear and the Piano	The Bear and the Piano	Lunch Box- The Story of your Food	Non-Fiction-Locate books by classification in the school library.
Fiction-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.	Fiction-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence. Character feelings	Be aware of story structures, e.g.  actions/reactions, consequences, and the ways that stories are built up and concluded.  Prediction Feelings of characters	Fiction-Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.  Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.  Prediction Feelings of characters	Fiction-Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.  Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.	Non-Fiction- Explain how the main features of non- fiction texts are used.  Pose questions for research and read non-fiction to find answers.  Locate parts of text that give particular information including labelled diagrams and charts Prediction Feelings of characters  .	