



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

Summer 1-The Lucky Dipper

Fiction	Non-Fiction
<i>Narrative-The Lucky Dipper</i>	<i>Non-Chronological Report</i>
<p>Plan and write your own four-part story following a specific structure, showing the use of a range of sentence types and language to add detail.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write simple, coherent narratives in four parts.• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.• Use past tense mostly correctly and consistently.• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters.• Spell many common exception words.• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• 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.• Read accurately most words of two or more syllables.• Sound out most unfamiliar words accurately, without undue hesitation.• Read most words containing common suffixes.• Read most common exception words.• Answer questions and make some inferences.• Explain what has happened so far in what they have read.• Identify and explain features of persuasive texts and recounts. <p>Transform for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none">• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.• Experiment with simple figurative language.• Make simple additions, revisions and proof-reading corrections to their own writing.• Spell most common exception words.	<p>Write a report on a topic. Use the language and structural features in a specific form e.g. page on a non-fiction book.</p> <p>Links to Writing Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• Write about real events, recording these simply and clearly.• Write a simple persuasive piece.• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.• Use past tense mostly correctly and consistently.• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters.• Spell many common exception words.• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making. <p>Links to Reading Assessment Key Performance Indicators</p> <ul style="list-style-type: none">• 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.• Read accurately most words of two or more syllables.• Sound out most unfamiliar words accurately, without undue hesitation.• Read most words containing common suffixes.• Read most common exception words.• Answer questions and make some inferences.• Explain what has happened so far in what they have read.• Identify and explain features of persuasive texts and recounts. <p>Transform for GDS Change the form of the report page in a non-fiction book to a basic leaflet.</p> <p>Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none">• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.• 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, -

<ul style="list-style-type: none"> • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) • 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. <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • 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. 	<p>ly)</p> <ul style="list-style-type: none"> • 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. <p>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • 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
<p>TFW-The Lucky Dipper</p> <p>Imitation-Learn a version of the story-no more than 250 words.</p>	<p>TFW-The Lucky Dipper</p> <p>Innovation</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>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>TFW-Non Chronological report</p> <p>Imitation-Learn a whole class non chronological report-no more than 250 words.</p>	<p>TFW-Non Chronological Report</p> <p>Innovation and independent application.</p> <p>Whole Class Box It Up then children to add their innovation on an additional column.</p> <p>Write innovated non chronological report</p> <p>Editing (Friday)</p>
Reading PM Lesson Focus				
<p>The Owl who was afraid of the Dark</p> <p>Fiction-Predict story endings/incidents, while reading.</p> <p>Fiction-Make connections by comparing books by the same author: settings, characters, themes or with similar characters to evaluate, giving reasons.</p>	<p>Snake/Not more Rain</p> <p>Poetry-Discuss shapes poems building on those explored in Year 1, noting how the shape contributes to meaning and effect.</p>	<p>Grace Darling</p> <p>Non-Fiction-Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about.</p>	<p>How to Grow a Sunflower</p> <p>Non-Fiction-Discuss merits and limitations of instructional texts and compare with others to give an overall evaluation.</p>	<p>The Magic Box</p> <p>Poetry-Explore free verse, compare to structured poems. Note impact.</p>