



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

### Summer 2-The Kings Pants

<b>Fiction</b>	<b>Non-Fiction</b>
<b><i>Narrative-The King's Pants</i></b>	<b><i>Persuasion</i></b>
<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.</li><li>• Spell most common exception words.</li><li>• 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.</li><li>• Spell most common exception words.</li><li>• Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –</li></ul>

<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join some letters.</li> <li>• Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul> <p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Confidently, accurately and fluently read Gold+ books.</li> <li>• Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.</li> <li>• Uses effectively intonation and expression to reflect the comprehension of what is read.</li> <li>• Read independently and make inferences from the text.</li> <li>• Make a plausible prediction about what might happen based on what has been read so far.</li> <li>• Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.</li> <li>• Demonstrates breadth and depth to vocabulary.</li> <li>• Reason about what is read including grammar and vocabulary choices describing the impact on the reader.</li> </ul>	<p>ly)</p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join some letters.</li> <li>• Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul> <p><b>Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Confidently, accurately and fluently read Gold+ books.</li> <li>• Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.</li> <li>• Uses effectively intonation and expression to reflect the comprehension of what is read.</li> <li>• Read independently and make inferences from the text.</li> <li>• Make a plausible prediction about what might happen based on what has been read so far.</li> <li>• Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.</li> <li>• Demonstrates breadth and depth to vocabulary.</li> <li>• Reason about what is read including grammar and vocabulary choices describing the impact on the reader.</li> </ul>
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English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW- The King's Pants	TFW- The King's Pants	TFW-Own Story	TFW-Own Story	TFW-Persuasion Innovation Item.	TFW-Own Persuasive Writing piece.	Whole School Letter Writing to new Teacher.
<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.</p> <p>I can sequence pictures into a 4-part story.</p> <p>I can verbally retell a story using actions.</p> <p>I can write a simple sentence using capital letters, finger spaces and full stops.</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.</p> <p>I can box up an innovated build up.</p> <p>I can box up an innovated climax.</p> <p>I can use adjectives to describe a character.</p> <p>I can write sentences to describe a character.</p> <p>I can use 'and' to join ideas together.</p> <p>I can use my phonic knowledge to read and match pictures to words.</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.</p> <p>I can generate ideas for an innovated build up.</p> <p>I can generate ideas for an innovated climax.</p> <p>I can generate ideas for an innovated resolution.</p> <p>I can use adjectives to describe.</p> <p>I can write sentences to describe a character.</p> <p>I can use 'and' to join ideas together.</p> <p>I can use my phonic knowledge to read and match pictures to words.</p>	<p>Independent Application</p> <p>Independent Writing-</p> <p>Editing</p> <p>I can box up a 4-part story.</p> <p>I can write a 4-part story.</p> <p>I can use adjectives to describe.</p> <p>I can write sentences to describe a character.</p> <p>I can use 'and' to join ideas together.</p> <p>I can use my phonic knowledge to read and match pictures to words.</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).</p> <p>I can use question marks accurately.</p> <p>I can use some sub-ordination in my writing when persuading.</p> <p>I can select effective word choices/phrases for effect.</p> <p>I can use capital letters, finger spaces and full stops accurately.</p> <p>I can form my ascenders and descenders correctly.</p> <p>I can use my phonic knowledge to spell words.</p> <p>I can begin to spell CEW words accurately.</p>	<p>Independent Application</p> <p>Create own Box It Up Independent Writing</p> <p>Editing</p>	
Reading PM Lesson Focus						

<p>Inside the Villains Clotilde</p> <p>Fiction-Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.</p> <p>Fiction-Predict story endings/incidents, while reading.</p>	<p>The Glass Heart</p> <p>Fiction-Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.</p> <p>Fiction-Predict story endings/incidents, while reading.</p>	<p>Dictionaries</p> <p>Non-Fiction-Understand how to use alphabetically ordered texts to retrieve information.</p>	<p>King Charles</p> <p>Non-Fiction-To evaluate the usefulness of a text for its purpose.</p>	<p>The Owl and the Pussy Cat</p> <p>Poetry-Listen and read, discussing and expressing views about classic poetry.</p>	<p>Chocolate Cake- Michael Rosen</p> <p>Poetry-Act out a poem using voices and intonation.</p>	<p>Riddle Poem of the Day Betty Botter Our Teacher</p> <p>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.</p>
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