Grindon Infant School Year 2 English Medium Term Planning

Autumn 2-Little Red Riding Hood

Fiction	***Non-Fiction***
Narrative-Little Red Riding Hood	***Recount***
Retell a traditional tale with repeated events using the 'rule of three'. **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.	Write a simple first person recount linked to personal experience maintaining past tense and consistent use of first person. **Links to Writing Assessment Key Performance Indicators** • 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** Write same recount as a third person recount. **Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)** • Expand information using some subordination AND co-ordination.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) • 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.				• 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
TFW-Little Red Riding Hood Hook Imitation-Learn a version of the story-no more than 250 words. Drama based activities linked to the story including character description work.	TFW-Little Red Riding Hood Retell the traditional tale using the 'rule of three'. Editing and redrafting work.	TFW-Little Red Riding Hood Whole Class Box up of story then children to plan their innovated story as an additional column. Write innovated story.	TFW-Little Red Riding Hood Independent Application Create own box up for own story. Independent Writing and Editing.	TFW-Recount Imitation-Learn a class recount-no more than 250 words. Language based activities linked to past tense and first person.	TFW-Recount Independent Application Create own Box It Up Independent Writing. Editing of own recount.	Christmas Writing-Shape Poetry/Acrostic Poetry
Reading PM Lesson Focus						
Where the Poppies Now Grow Fiction-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.	Where the Poppies Now Grow Fiction-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence. Character feelings.	On the Ning Nang Nong Poetry-Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems.	The Bear and the Piano 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	The Bear and the Piano 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.	Lunch Box- The Story of your Food 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	Non-Fiction-Locate books by classification in the school library.

		Identify alliteration and describe the effect. Perform individually or together; speaking clearly and audibly.	ways that stories are built up and concluded. Prediction. Feelings of characters.		including labelled diagrams and charts Prediction Feelings of characters .	