



Grindon Infant School Class 2 English Medium Term Planning

Autumn 2-Stick Man

Fiction	Non-Fiction
Narrative-Stick Man	Instructions
Tell a basic 3-part story about a central character e.g. Stick Man. Links to Y1 Writing Assessment Key Performance Indicators • Use predictable and repeated phrases in own writing drawn from reading and role-play. • Describe a character using simple adjectives. • Write sentences to match pictures, or sequences of pictures, illustrating personal experience. • Write sentences sometimes demarcated accurately with full stops. • Begin to separate words with spaces. • Begin to use capital letters for the beginning of sentences and for names. • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. • Spell correctly common exception words taught so far. • Makes phonetically plausible attempts to spell words that have not been learnt, applying known sounds. • Form many lower-case letters in the correct direction, starting and finishing in the right place. Links to Y2 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 Y1 Reading Assessment Key Performance Indicators • Read yellow banded books with 90% accuracy without overt sounding out. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.	Write simple instructions about something they know well including imperative verbs, precise language and commands. Links to Y1 Writing Assessment Key Performance Indicators • Write sentences to match pictures, or sequences of pictures, illustrating personal experience. • Write sentences sometimes demarcated accurately with full stops. • Write simple instructions in order with some imperative verbs. • Begin to separate words with spaces. • Begin to use capital letters for the beginning of sentences and for names. • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. • Spell correctly common exception words taught so far. • Makes phonetically plausible attempts to spell words that have not been learnt. • Form many lower-case letters in the correct direction, starting and finishing in the right place. Links to Y2 Writing Assessment Key Performance Indicators • 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 Y1 Reading Assessment Key Performance Indicators • Read yellow banded books with 90% accuracy without overt sounding out. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3, phase 4 and phase 5 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play.

• Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Read sentences taking account of simple punctuation e.g. full stops. • Retrieve basic information about a character using pictures and simple language. • Recall basic features of stories. • Check that the text makes sense as they read e.g. self- correction. • Discuss word meanings, linking new meanings to those already known. Links to Y2 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 Y1 GDS Add additional character description with adjectives. Links to Y1 Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Join clauses by using the conjunction ‘and’. • Make careful choices of adjectives. Links to Y1 Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Read blue banded books with 90% accuracy. • Recall key events using words like first, next, after, when. • Read sentences using awareness of punctuation such as question marks and exclamation marks. • Make simple connections between texts e.g. “This is like a traditional tale because there’s an evil witch/a bad wolf”. • Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. • 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.	• Read sentences taking account of simple punctuation e.g. full stops. • Check that the text makes sense as they read e.g. self- correction. • Discuss word meanings, linking new meanings to those already known. • Read and follow simple instructions in order. Links to Y2 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 Y1 GDS Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points. Links to Y1 Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction ‘and’. • Make careful choices of adjectives. • Distinguish between a statement and a command. • Expand by including more instructional features e.g. numbered points. Links to Y1 Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Read blue banded books with 90% accuracy. • Recall key events using words like first, next, after, when. • Read sentences using awareness of punctuation such as question marks and exclamation marks. • Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. • 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-Stick Man Hook-Leaves and twigs in the classroom and e mail from Stick Man. Imitation-Learn a version of the story- no more than 250 words. Whole Class Story Board. Grammar, Story and new vocabulary components. Drama activities.	TFW-Stick Man Innovation-Change character Co-constructing group toolkits. Adjectives work. Whole Class Story Board then innovation on post its on the story board. Create own story board with their own character. Focus on three sentences through dictation e.g. leaf man.	TFW-Own Story Independent Application Create own story board with their own character. Focus on three sentences for beginning, middle and end as independent application of capital letters, common exception words, finger spaces and full stops. Editing-how to improve their writing.	TFW-Instructions of how to make a Stick man Hook-Make their own stick man. Look at instructions and how they are set out. Imitation-Learn a set of instructions-no more than 250 words. Drama and Oracy activities.	TFW-Instructions-Innovation-How to make their own natural material man. Whole Class Box It Up. Write instructions of how to make their own natural material man. Editing the instructions.	TFW-Independent Application-Instructions on how to make a Christmas card. Box it up and write innovated instructions for a Christmas card using photographs to order. Extend for GDS to include list of equipment and numbered lists.	Christmas Writing-Letters to Santa Independent application writing own letter signed including full name.
Reading PM Lesson Focus						
Fiction-The Smartest Giant in Town by Julia Donaldson Y1-Describe the main events stories. Y1-Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme. Y2-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct	Fiction-Stanley's Stick by John Hegley Y1-Retrieve basic information about a character using pictures and simple language. Y2-Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.	Poetry-This is not a Stick! Link to Not a Stick by Antoinette Portis Y1-Join in with class rhymes and poems, predicting words from the rhyming pattern. Y2-Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems. Perform individually or together; speaking clearly and audibly.	Non-Fiction-Instructions-How to How to make a Leaf Man (Pre Teach link) Y1-Read and note basic features of simple instructional texts e.g. recipes. Y2-Explain how the main features of non-fiction texts are used.	Non-Fiction-Autumn Time Y1-Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures. Y2-Pose questions for research and read non-fiction to find answers. Y2-Locate parts of text that give particular information including labelled diagrams and charts	Fiction-Paper Dolls by Julia Donaldson Y1-Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets. Y2-Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.	Poetry-Jingle Bells Y1-Identify and appreciate rhyme and alliteration in poetry. Y2- Perform individually or together; speaking clearly and audibly. Y2-Identify alliteration and describe the effect.

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