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| **Year 2 Literacy Medium Term Plan (Bringing the Rain to Kapiti Plain)** | | | |
| **Narrative** | **Term 2** | **Suggested Written Outcomes** | **Objectives/ non-negotiables** |
| * Look at the key vocabulary from the text. Learn and use in different contexts. * Create a shadow puppet show of the tale. * Signify the tale and model how it accumulates. * Compare to other cumulative stories. * Hot seat the main character. What is he feeling at the beginning and end? * Box up events. Reduce to skeleton (The weather is causing someone a problem, something can’t grow, they use an object to solve the problem, the weather is changed, they live happily ever after). * Innovate in stages. * Make a magical object that will change events and describe. * Immerse in African culture. Learn about houses, clothes, traditional foods etc). * Explore the rhyming words. Find other words that rhyme. | * An innovated short story | * Write sentences that are sequenced to form a short narrative. * **The piece is cohesive.** * Sentences are demarcated with capital letters, question marks and full stops. Some children may use exclamation marks and commas for lists where appropriate. * Tense used consistently throughout. * Simple coordination and subordination used to good effect. * Many year 1&2 common exception words are used correctly. * Spacing between words reflects the size of the letters. * Letter sizes are the correct size and orientation. Some children may use joining strokes. * Some vocabulary choices and sentence structures are informed by wider reading. * Simple errors are corrected through proofreading. * Where used, words with suffixes are spelt correctly. * Where a word has not been taught, there is a clear application of phonics. * Pieces are planned through oral rehearsal and recorded in a drafting process. * Use of expanded noun phrases. * Rereading to check their writing makes sense. |
| **Non-fiction 1** | * Conduct research on different aspects of African life. Join together to compile a big report. * Revisit the structure and features of non-fiction books. * Order and organise non-fiction information under given headings. * Reorganise a mixed-up report. * Fill in missing boxes from a given example (interesting fact, missing labels, what they eat etc). Come together to present the whole piece. * Learn to signify a simple fact file. * Create headings for given facts. * Present their facts to others. * Edit a fact file for missing punctuation. * Learn some subject specific vocab for non-fictional reports. Create a class bank. * Join 2 sentence cards with conjunctions. Try changing the position of the conjunction for effect. * Use some exciting word choices and play games with their facts (If you say ‘Interestingly’, they give a fact about their aspect to complete the sentence). * Role play being experts on the topic. * Compare sentences (WAGOLL and poor structure). Which is the best and why? * Find and highlight the features from a WAGOLL. | * A report on an aspect of African life | * Write sentences that are sequenced to form a short non-fiction report. * **The piece is cohesive.** * Sentences are demarcated with capital letters, question marks and full stops. Some children may use exclamation marks and commas for lists where appropriate. * Tense used consistently throughout. * Simple coordination and subordination used to good effect. * Many year 1&2 common exception words are used correctly. * Spacing between words reflects the size of the letters. * Letter sizes are the correct size and orientation. Some children may use joining strokes. * Some vocabulary choices and sentence structures are informed by wider reading. * Simple errors are corrected through proofreading. * Where used, words with suffixes are spelt correctly. * Where a word has not been taught, there is a clear application of phonics. * Pieces are planned through oral rehearsal and recorded in a drafting process. * Use of expanded noun phrases. * Rereading to check their writing makes sense. |
| **Non-fiction 2** | * Look at letters and the style of writing. What do they notice? * Read letters and match to writers. Inference based. * Write letters to each other. Learn the basic of Dear… . and signing off. Possibly a secret letter game. * Create a comparison of Africa/Hull. What could they tell somebody from an African country about themselves? * Create a pic collage or art piece of things they would like to share (favourite foods, house, family, school). This may be reduced to just school life. * Me Tree. With a photograph of them at the centre, branch out with sentences about themselves. Challenge-start your sentences in different ways. * Class question base for anything they’d like to know. Grammar lessons on questions and statements. * Hot seat to embed questions. * Signify a letter to embed language features. * Create a ‘mock’ letter for them to respond to. | * Letters to Africa | * Understanding the structure of letters and the purpose of writing them. * Write sentences that are sequenced to form a short narrative about personal experiences. * **The piece is cohesive.** * Sentences are demarcated with capital letters, question marks and full stops. Some children may use exclamation marks and commas for lists where appropriate. * Tense used consistently throughout. * Simple coordination and subordination used to good effect. * Many year 1&2 common exception words are used correctly. * Spacing between words reflects the size of the letters. * Letter sizes are the correct size and orientation. Some children may use joining strokes. * Simple errors are corrected through proofreading. * Where used, words with suffixes are spelt correctly. * Where a word has not been taught, there is a clear application of phonics. * Pieces are planned through oral rehearsal and recorded in a drafting process. * Use of expanded noun phrases. * Rereading to check their writing makes sense. |
| **Poetry** | * From a choice of given words that contain prefixes and suffixes, create a line each or in pairs (Unfortunately, the rain did not come. Quickly, the arrow reached the clouds. Sadly, the cows mooed for rain. Surprisingly, the rain fell in big, blue droplets. Happily, the cows began to drink). * In groups, rearrange the sentence strips to compose their own short poem. * Recite and perform the poem in groups. * Recite in different ways (fast, slow, robots, actions, loud, quiet). * Create a success criterion for performances. * Create a WAGOLL and identify the words that have prefixes and suffixes. * Use the adjective bank from the narrative unit for added description. Improve basic sentences. * Match words to scenes from the pages. Which work and which don’t? * Give everyone a scene, let them choose the lines that match. * Innovate with their own ideas, taken from class and group work. * Discuss what they liked about each performance and poem. Let them magpie along the way. | * A suffix and prefix focus poem linked to class text. | * Writing poetry. * Discussing favourite words or phrases. * Build up a repertoire of poems learnt by heart. * Speak audibly and fluently. * Participate in performances. * Gain and maintain the interest of the listener. * Describe and explain their viewpoint with increasing sophistication. * Clauses joined with an increasing range of conjunctions. * Planning or saying out loud what they are going to write about. * Recording their sentences one-by-one to form a short piece accurately. * Read aloud what they have written to an adult or peer. * Letter are the correct size and relative to one another. * Capital letters are clearly demarcated and used for proper nouns. * Spacing between words is clear and relative. * Begins to independently suggest improvements for their own work (letter formation, missing capital letters etc). * Use expanded noun phrases. |
| **Choose a book**  **(invent)** | Choose a book related to theme or based on class interest. Produce one piece of **independent** written evidence for assessment purposes, based on the skills already covered within the term. Use to set targets for the following term. | | |