

Year 2 Literacy Medium Term Plan (Seaside Rescue)

	Term 3	Suggested Written Outcomes	Objectives/ non-negotiables
<p>Narrative (Short story)</p>	<ul style="list-style-type: none"> • Learn the events of the story, sequencing into 5 parts. • Book review, focusing in on the details of the book. • Learn unfamiliar vocabulary, linking to familiar synonyms to aid understanding • Retell the days of the week by the food that goes down the wire (On Monday Mrs Grinling made...) • Act out a scene from the book when the seagulls find the basket (each pupil in the group becomes a seagull). • Create new dialogue between the seagulls using puppet pals or POW • Create a wanted poster for one of the seagulls (quick burst write) • Make a simple WAGOLL story with required elements for assessment. • Learn to signify the new story. • Create new basket foods to innovate what they take. • Create fun, disgusting items for the final day. • There was once a cheeky little seagull called ... • Use repeated refrains to give the story structure. On Monday... swooped towards the basket • Create signified strips with omitted parts to innovate (for those that need it) 	<ul style="list-style-type: none"> • A short story from the seagull's perspective 	<ul style="list-style-type: none"> • Pupils can plan what they are going to write through a drafting process • Pupils can write a simple, coherent fictional narrative • Pupils can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Pupils can use adjectives to expand and specify • Pupils can use past tense mostly correctly and consistently • Pupils can join clauses with a range of simple conjunctions • Pupils can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Pupils can spell many common exception words from the year1/2 word sets • Pupils can form letters of the correct size, orientation and relationship to one another. • Pupils can use spacing between words that reflects the size of the letters. • Pupils can proofread for simple errors with decreasing support and make some corrections • Pupils can read their work to others

Non-fiction 1 (recount)

- Draw story maps from the day
 - Create individual booklets using an app, including their favourite pictures from the trip and additional text for what was happening in those pictures
 - Go on a walkthrough of the day in actions
 - Order pictures from the day under adverbials of time
 - Use time adverbials to fill in a cloze recount from a day at school, apply to their story map (extend to include moments later, just as we arrived, from the moment we set off, after what seemed like hours etc)
 - Look at a model recount
 - Collect a bank of past tense verbs for all to use, including some irregular (ate, drove, sat, saw)
 - Box events of the day with key ideas for what to include in each section/sentence
 - Create sentence strips for things they did on the day, get them to order them chronologically
 - Create sentence starters for them to extend with conjunctions (The lighthouse was far away so... It was so much fun because...) There may be a range of alternative endings for the same starter.
 - Use adverbs to add extra description (we quickly ate our lunch/excitedly we got off the bus).
- A recount of the school trip
- Pupils can plan what they are going to write through a drafting process
 - Pupils can write a simple, coherent narrative about a real event
 - Pupils can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
 - Pupils can use past tense mostly correctly and consistently
 - Pupils can join clauses with a range of subordinating and coordinating conjunctions.
 - Pupils can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
 - Pupils can spell many common exception words from the year1/2 word sets
 - Pupils can form letters of the correct size, orientation and relationship to one another.
 - Pupils can use spacing between words that reflects the size of the letters.
 - Pupils can proofread for simple errors with decreasing support and make some corrections
 - Pupils can read their work to others
 - Pupils can use a small range of adverbs to add detail to their writing

Non-fiction 2 (letter and instructions/ explanation)

- Create a letter from Mrs Grinling to the class. She has heard they made some new sandwich ideas and wondered if they could send them to her (The seagulls are back!)
 - Look at the structure of letters to revisit key features.
 - Summarise the trip to tell Mrs Grinling about a recent trip to a lighthouse.
 - Develop questions that they want to ask her/Mr Grinling.
 - Identify sentences that would be exclaimed.
 - Create a WAGOLL letter reply that includes expected features. Cut up and arrange.
 - Box up replies for structure.
 - Look at a range of children's recipe books. Identify key features.
 - Let the pupils make a sandwich so they see the expected sequence of a typical sandwich. Let them follow a recipe independently (collecting their list of resources too)
 - Develop a class set of instructions that they can innovate with their own recipe.
 - This would be nice displayed in an envelope in their books?
 - Create fiendish traps that will capture pesky seagulls.
 - Design with DT/construction equipment.
 - Pie Corbett (How to trap a dragon) innovated as a structure.
- A letter to Mrs Grinling with a recipe for a new disgusting sandwich
 - Or an explanation text on a trap design for seagulls
- Pupils can plan what they are going to write through a drafting process
 - Pupils can write a simple set of instructions and informal letter.
 - Pupils can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
 - Pupils can use past tense mostly correctly and consistently
 - Pupils can join clauses with a range of subordinating and coordinating conjunctions.
 - Pupils can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
 - Pupils can spell many common exception words from the year1/2 word sets
 - Pupils can form letters of the correct size, orientation and relationship to one another.
 - Pupils can use spacing between words that reflects the size of the letters.
 - Pupils can proofread for simple errors with decreasing support and make some corrections
 - Pupils can read their work to others
 - Pupils can use imperative verbs and time adverbials to structure their writing.
 - Pupils can use adjectives to describe

Poetry (description focus)

- Look at calligrams. Can we guess what it might be about using the shape of the object?
 - Simple calligrams based on our silhouettes. What makes us... us?
 - Word collecting for seaside theme.
 - Senses game related to seaside objects. Use senses to generate words for poetry.
 - Enjoy a range of poems in different styles/shapes and appraise. Magpie interesting words that they like along the way
 - Act out poetry and signify to enliven. Model WAGOLL for reading aloud.
 - Learn one by heart and recite in groups. Feedback on our presentation, fluency and expression.
 - Create shapes for a bank of given words.
 - Create a beach scene with words that describe each element inside that shape (bucket, waves, sun, sand etc)
 - Write in different ways following different lines (curves, in circles, around the sides of paper)
 - Look at examples of autological words (words that match what they say) and have fun creating spiky, furry, cold, hot etc.
- A calligram poem with a descriptive focus
- Pupils can recognise the recurring language in poetry.
 - Pupils can discuss their favourite words or phrases.
 - Pupils can listen to poems that are beyond their independent reading level.
 - Pupils build up a repertoire of poems learnt by heart.
 - Pupils can speak audibly and fluently.
 - Pupils can participate in performances.
 - Pupils can gain and maintain the interest of the listener.
 - Pupils can describe and explain their viewpoint with increasing sophistication.
- The expectations for writing should be maintained during this unit.