

Year 2 Literacy Medium Term Plan

	Term 1	Suggested Written Outcomes	Objectives/ non-negotiables
Narrative	<p style="text-align: center;"><u>Violet the Pilot</u></p> <ul style="list-style-type: none"> • Create a character profile of Violet. • Map out the events into opening, problem, solution, ending. • If I had a plane I'd fly to... entry writing task. • Pick out unfamiliar words and create a class dictionary to refer to. • Condense and signify the main events of the story, including expected features. • Map Violet's emotions as she moves through the story. What is she feeling and why? • Create a new character profile and a type of transport. • Create a poster using ICT, innovated from the class text. 12th annual car show? Look at poster features and 'flash write' to invite the character to a competition. • Innovate an emergency scene that prevents the character from getting to the show. • Create a new ending where the people rescued, award the character with something. • Create list sentences of people waiting to see the character. The firemen, the teachers and the king had all learned of the rescue. 	<ul style="list-style-type: none"> • A short innovation of O,P,S,E 	<ul style="list-style-type: none"> • Consolidate year 1 punctuation of capital letter and full stops. Introduce sentences of different forms (questions marks). • Expanded noun phrases. • Uses past and present tense matched to the piece correctly. • Uses an increasing range of conjunctions (and, because, because, but) • Planning or saying out loud what they are going to write about. • Recording their sentences one-by-one to form a short piece accurately. • Rereading to check their writing makes sense. • Read aloud what they have written to an adult or peer. • Taught spellings are correct and unfamiliar words are phonetically plausible. • Letter sizes are the correct size and relative to one another. • Capital letters are clear. • Spacing between words is clear and relative. • Becoming increasingly familiar with retelling familiar stories. • Discussing their favourite words or phrases. • Recognising simple recurring language.

	<ul style="list-style-type: none"> • Interview Violet or those rescued. Create questions for the characters. 		
<p>Non-fiction 1 Non-chronological report</p>	<ul style="list-style-type: none"> • Conduct basic research on different aspects of Amy Johnson's life. Join together to compile a big report. • Revisit the structure and features of non-fiction books. • Find and highlight the features from a simple WAGOLL. • 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 Amy Johnson information cards with conjunctions. • 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? • Create a class museum on Amy Johnson for parents. 	<ul style="list-style-type: none"> • A simple report on some aspects of Amy Johnson's life 	<ul style="list-style-type: none"> • Discussing and clarifying the meaning of new words. • Understanding that non-fiction pieces are structured differently to fiction. • Uses past tense consistently. • Some coordination and subordination. • Planning or saying out loud what they are going to write about. • Recording their sentences one-by-one to form a short piece accurately. • Rereading to check their writing makes sense. • Read aloud what they have written to an adult or peer. • Taught spellings are correct and unfamiliar words are phonetically plausible. • Letter sizes are the correct size relative to one another. • Capital letters are clearly demarcated. • Spacing between words is clear and relative. • Writing about real events. • Sentences of different forms.

Non-fiction 2 Instructions

- Create a poster for a class competition (mirroring the text) to design and build a type of transport. Have a rosette for the winner?
 - Visit to the transport museum.
 - Look at various types of instructions. Build or make something simple to show the purpose of them.
 - Sequence and sort given instructions to help embed structure.
 - Give and receive instructions to consolidate imperative verbs.
 - This unit links well to coding.
 - Use Junk modelling materials or construction to create a mode of transport. Once built, deconstruct and create a 'what you will need' list from the components.
 - Reconstruct in stages with pictures (ipad work)
 - Order images and apply imperative verbs.
 - Create commands to match each image.
 - Give their inventions funny names as per the text.
 - Let someone else follow the instructions to check they are accurate.
 - Display the creations (or pictures of them holding them), plans and instructions as a corridor display.
 - The instructions could be posted to Violet, alongside a letter, so she can use in her next competition.
- Instructions for how they built their transport
- Discussing and clarifying the meaning of new words.
 - Understanding the features and purpose of instructional writing.
 - Punctuation for basic sentences is accurate.
 - Uses present tense.
 - Planning or saying out loud what they are going to write about.
 - Recording their sentences one-by-one to form a short piece accurately.
 - Rereading to check their writing makes sense.
 - Read aloud what they have written to an adult or peer.
 - Taught spellings are correct and unfamiliar words are phonetically plausible.
 - Letter sizes are the correct size relative to one another.
 - Capital letters are clearly demarcated.
 - Spacing between words is clear and relative.
 - Writing about real events.
 - Sentences of different forms (command).

**Poetry
(rhyming)
Recite and
appraise**

Immerse and Imitate

- Choose a selection of poems to enjoy with the class. Read aloud.
- Draw mental images of what they see when they hear the poem. Compare and discuss.
- Let children select their own favourites and discuss why they chose them.
- Learn to recite with expression.
- Peer asses with a simple criterion of actions and volume.
- Model WAGOLL-poetry reading.
- Explore new and interesting words and/or phrases.

- Recorded responses for likes and dislikes of each poem in simple sentences.
- Create their own rhyming couplets verses.

- Writing poetry.
- Expanded noun phrases.
- Recognising the recurring language in rhyming 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.

The expectations for writing should be maintained during this unit.