

Year 2 Literacy Medium Term Plan (The Smeds and The Smoos)

	Term 3	Suggested Written Outcomes	Objectives/ non-negotiables
<p>Narrative</p>	<ul style="list-style-type: none"> • Show a picture of the front cover and get children to predict what they think will happen. • Read the blurb. Has your prediction changed? • Read The Smeds and The Smoos to the class. • Go over the meaning of any new and tricky words. • Sequence the story. • Create a story map as a class. • Invent signifiers for the text. • Split the story into sections. Put children into groups. Each group to act out a different section. Present to the class. • Identify main characters and setting. • Pick out the adjectives in the text and create an adjective word bank. • Hot seat the main characters. • Create character profiles for characters in story. What do they look like? What do they like to do? Where do they live? • Design and create new characters. • Create a character profile for new characters. • Describe innovated characters using adjectives. • Look at the made up words in the text and come up with own words and their definitions. • Box up the innovated story. 	<ul style="list-style-type: none"> • Innovated short story based on The Smeds and The Smoos 	<ul style="list-style-type: none"> • Sequence sentences to form a short narrative. • Ensure the piece is cohesive. • Participate in discussions, performance and role play. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • Spell many common exception words correctly. • Apply spelling rules covered in English Appendix 1. • Add suffixes to spell most words (–ment, –ness, –ful, –less, –ly) • Distinguish between homophones and near-homophones. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. • Use the diagonal and horizontal strokes needed to join some letters. • Plan or say out loud what they are going to write about. • Rereading to check that their writing makes sense. • Proofreading to check for errors in spelling, grammar and punctuation. • Demarcate most sentences with capital letters, full stops and question marks when required. • Use expanded noun phrases. • Use past and present tenses correctly. • Use subordinating and coordinating conjunctions.

	<ul style="list-style-type: none"> • Look at different diary examples. Why do we use diaries? • Look at the features of a diary and create a checklist as a class. • Compare a diary to another text type and explore the features. • Order an un-sequenced diary. What do you need to include in a diary? • To gain more of an understanding of chronology, children to sequence their day and out into a diary. • Sequence events in the story and make a list of things that the young Smeds and Smoos do. • Act out the different things the young Smeds and Smoos do. • Using pictures from the text, create a word bank with words that could be used in a diary. • Create a role on the wall to explore how the young Smed and Smoo are feeling when they are told they can't see each other. • Play a game to explore different emotions. • Introduce adverbials of time. • Box up a diary entry. 	<ul style="list-style-type: none"> • Diary entry from the perspective of either the young Smed or Smoo. 	<ul style="list-style-type: none"> • Sequence sentences to form a diary entry. • Ensure the piece is cohesive. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • Spell many common exception words correctly. • Apply spelling rules covered in English Appendix 1. • Add suffixes to spell most words (–ment, –ness, –ful, –less, –ly) • Distinguish between homophones and near-homophones. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. • Use the diagonal and horizontal strokes needed to join some letters. • Plan or say out loud what they are going to write about. • Rereading to check that their writing makes sense. • Proofreading to check for errors in spelling, grammar and punctuation. • Demarcate most sentences with capital letters, full stops and question marks when required. • Use expanded noun phrases. • Use subordinating and coordinating conjunctions. • Use the past tense correctly. • Use personal pronouns. • Use adverbials of time. • Include features of a diary.
<p>Non-fiction</p>	<ul style="list-style-type: none"> • Look at the features of instructions. Are they fiction or nonfiction? How are they different to fiction? What is the purpose of a set of instructions? • Make a list of the features of instructions. • Follow a set of instructions to make something. What do you need to remember? What makes it easier? • Sequence and sort a set of cut up instructions. 	<ul style="list-style-type: none"> • Instructions on how to make a rocket/space buggy 	<ul style="list-style-type: none"> • Sequence sentences to form instructions. • Ensure the piece is cohesive. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • Spell many common exception words correctly. • Apply spelling rules covered in English Appendix 1. • Add suffixes to spell most words (–ment, –ness, –ful, –less, –ly)

	<ul style="list-style-type: none"> • Give simple instructions to a friend. What do you need to remember? What makes it easier? • Introduce imperative verbs. • Introduce time adverbials. • Design own rocket/space buggy. • Make a list of equipment needed. • Write each step on a post it note and get a friend to sequence. 		<ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. • Use the diagonal and horizontal strokes needed to join some letters. • Plan or say out loud what they are going to write about. • Rereading to check that their writing makes sense. • Proofreading to check for errors in spelling, grammar and punctuation. • Demarcate most sentences with capital letters, full stops and question marks when required. • Use tenses correctly. • Use imperative verbs. • Use time adverbials. • Use different sentence types: statement, question, exclamation, command. • Include features of a set of instructions (Title, Introduction, Equipment, Numbers, Imperative verbs, Time adverbials, Conclusion)
<p>Poetry</p>	<ul style="list-style-type: none"> • Listen to senses poems. What do they include? • Look at the features of a senses poem. • Show video clips of space - Landing on the moon/planets. Make a list of what you can see, hear, feel, touch. • Have a walk on an imaginary planet. • Make a list of what you might see, hear, smell, touch, taste. • Create an adjective bank for each sense. • Design own planet and label with adjectives to describe senses. • Create a poem as a class and act it out. • Act out their poem to the class. 	<ul style="list-style-type: none"> • A short senses poem about landing on a new planet. 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry. • Recognise simple recurring literary language in poetry. • Participate in discussions about poems. • Explain and discuss their understanding of poems. • Participate in performance and role play. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • Spell many common exception words correctly. • Apply spelling rules covered in English Appendix 1. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. • Use the diagonal and horizontal strokes needed to join some letters. • Plan or say out loud what they are going to write about. • Write down ideas and/or key words, including new

			<p>vocabulary</p> <ul style="list-style-type: none">• Rereading to check that their writing makes sense.• Proofreading to check for errors in spelling, grammar and punctuation.• Read aloud what they have written with appropriate intonation to make the meaning clear.• Demarcate most sentences with the correct punctuation.• Use expanded noun phrases.
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