

YEAR 2 Literacy Reading MEDIUM TERM PLAN (Autumn 1)

By the end of the term pupils

Know:

- A range of poems and stories
- New vocabulary extracted from class texts and poems
- How to retrieve information from a range of texts
- The meaning of new words and be able to repeat it
- How to correctly punctuate a sentence using capital letters and full stops. HA – exclamation and question marks.
- How to form a sentence verbally and write a it
- How to organise their writing appropriately

Can:

- Retell the class stories and poems
- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Use a range of different sentence starters.
- Re-read what they have written to check that it makes sense.
- Read their writing aloud, clearly enough to be heard by their peers and the teacher.
- Write for different genres – retelling, descriptions, poems, etc.
- Use ‘With’ to expand their noun phrases
- To extend my sentences using ‘and, with, because’ ‘with’ and ‘so’
- Use time conjunctions to sequence writing appropriately

All pupils can write a sentence using a capital letter, finger space, full stop and question marks

The expectation is that ALL pupils can learn, explain, and write coherently about the aspects below.

Reading challenge – Books about Weather

Differentiation:

LA

- I can use a full stop
- I can use a capital letter
- I can extend my sentences using ‘and’
- I can use a finger space after each word
- I can form my letters correctly
- Choose adjectives they want to use from the board.
- Provide a simplified word mat.

HA

- I can extend my sentences using a range of different conjunctions
- I can use full stops, question marks, exclamation marks and capital letters in my writing.
- I can use phonics knowledge to spell new CVC/CCVC/CVCC words.
- I can think of my own adjectives
- I can use my phonic knowledge to spell new words.
- I can use ‘with’ to expand my noun phrases.
- I can re-read my writing
- I can re-read my sentences to check they make sense.

Stories/ Texts:

A Range Of Poems By James Reeves:

- The Wind
- Cows
- Slowly
- The Snail
- Stocking and Shirt
- Waiting
- Animal Homes

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		The Sea	
Pupils will learn	Vocabulary pupils will learn	Reading and Writing	Key Questions
<p>Week 1-2 A Range Of Poems By James Reeves: The Wind Cows Slowly The Snail Stocking and Shirt Waiting Animal Homes The Sea</p>	<p>Munched Lay a-chewing a-mooing to pass the hours away water meadows pleasant lazy month</p>	<ul style="list-style-type: none"> - Whole class text reading – children follow along with their finger and identify key words (scaffolding – LA work with teacher to help keep them up) - Children join in with phrases and repeated parts of the poem (flexible groupings) - Reading the poem for themselves (LA - supported) model how to re-read using fingers under words, using a loud and clear voice. - Children to take poems home and choose one to focus on. - Collecting vocab as a class describing from the poem. <p>Comprehension questions (Scaffolding – differentiated questions).</p>	<p>Where are the cows in the poem? What do the cows do in the meadow? When is the poem set? How many cows are in the poem? Who are the cows? What do the cows eat? Why are flies tiresome? Do the cows like the flies?</p> <p>Comprehension</p> <ol style="list-style-type: none"> 1. Write down one thing that the cows did in the meadow. (Verse 1) 2. Why don't the cows like the flies? (Verse 4) 3. Why did the cows go home? (Verse 6)

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		<p>Teacher models how to answer a question – find the key word then look for the word in the text. Re-read from the start to find the information. (Metacognition – process)</p>	
<p>Week 3-4 A Range Of Poems By James Reeves: The Wind Cows Slowly The Snail Stocking and Shirt Waiting Animal Homes The Sea</p>	<p>Drive storm clouds shake tall towers wake the flowers scent of pink strip the leaves rave and riot spent quiet as quiet</p>	<ul style="list-style-type: none"> - Whole class text reading – children follow along with their finger and identify key words (scaffolding – LA work with teacher to help keep them up) - Children join in with phrases and repeated parts of the poem (flexible groupings) - Reading the poem for themselves (LA - supported) model how to re-read using fingers under words, using a loud and clear voice. - Children to take poems home and choose one to focus on. - Collecting vocab as a class describing the wind ‘Drive storm clouds’ and ‘shake tall towers’ etc. Discuss how the wind may be moving and feeling. 	<p>How might the wind be moving the clouds when it says ‘drive storm clouds’? What is the wind like to ‘shake tall towers’? What does ‘wake the flowers’ mean? Flowers cannot sleep, moving the flowers etc. What might the scent of pink smell like? What season would the wing strip the leaves? How might the wind be feeling when it is raving and rioting?</p> <p>Comprehension:</p> <ol style="list-style-type: none"> 1. How does the wind move buildings? (Verse 2) 2. Find one word that means creep. (Verse 2) 3. How does the wind feel when it ‘raves and riots’? (Verse 4)

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		<ul style="list-style-type: none"> - Children record vocabulary incomprehension book in a spider diagram. <p>Comprehension questions (Scaffolding – differentiated questions). Teacher models how to answer a question – find the key word then look for the word in the text. Re-read from the start to find the information. (Metacognition – process)</p>	
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Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils

- Clear expectations for listening – repeating and learning the information.
- Clear bite-size instructions
- Behaviour from all pupils is exemplary and comments are made on sitting, listening and participation.
- Drafting process for writing
- Demonstration and insistence on high standards of presentation
- Finger under words to copy words – insist accurate.
- End products – handwriting and colouring is beautifully presented.

‘FIVE A DAY’ APPROACH				
Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<ul style="list-style-type: none"> • Teacher explanation: • Clear and unambiguous language. • Using carefully selected visual aids: PPTs, text book, diagrams, videos, 	<ul style="list-style-type: none"> • Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers): • Model own thinking. • Set appropriate level of challenge to develop 	<ul style="list-style-type: none"> • Visual (e.g partially completed model): Pictures on word mats for LA • Written (e.g list of key words and phrases). • Verbal (e.g re-teaching key content following a misconception). 	<ul style="list-style-type: none"> • Groups based on current individual needs shared with others. • Additional explicit instruction required: • Talk Partners (mixed ability): 	<ul style="list-style-type: none"> • Delivery of subject content (PPT, videos, photographs, interactive games, etc): Interactive games, PPT, YouTube videos. • Assessment opportunities (quiz).

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<ul style="list-style-type: none"> • Modelling how to complete a task: Drawing diagrams, bar charts and tables • Anticipating and planning for misconceptions • Highlighting essential content & removing distracting information. • Checking pupils' understanding. 	<p>self-regulation & cognitive skills.</p> <ul style="list-style-type: none"> • Promote and develop metacognitive talk: • Teach how to organise & effectively manage their learning independently. • Introducing content in small steps • Helping pupils consider new ways to remember new information • The writing process • Frequently ask learners to recall previously taught content: Time at each small step to learn new step and build on previous step(s) • Promote metacognition. 	<ul style="list-style-type: none"> • Differentiated word mats – sentence starters for LA 	<ul style="list-style-type: none"> • Group supported by teacher. • Group supported by TA. 	<ul style="list-style-type: none"> • Class collaboration – OneNote (shared content, individual drafting, support materials).
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