

YEAR 2 AUTUMN 1 - TOPIC MEDIUM TERM PLAN

<u>Composition</u>	<u>Sentence/Grammar</u>	<u>Reading</u>
<p>Non-fiction: London facts &amp; simple information pages</p> <ul style="list-style-type: none"> <li>• Presentation (handwriting and page layout)</li> <li>• Using a simple plan to organise ideas</li> <li>• Checking sentences for sentence basics</li> <li>• Writing more than one sentence about an ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of sentence basics</li> <li>• Using adjectives (introduce adjective questions)</li> </ul>	<p>Use a range of strategies for decoding. Read high frequency/common exception words without attempting to sound out.</p> <p>To understand the skills needed to make reading more fluent, starting with:</p> <ul style="list-style-type: none"> <li>• sounding out less overtly/less frequently</li> <li>• paying attention to full stops, knowing that this is the end of the sentence and requires a pause</li> <li>• paying attention to simple punctuation in order to aid expression</li> </ul> <p>When reading with an adult or in a small group:</p> <ul style="list-style-type: none"> <li>• Answer simple retrieval questions</li> <li>• Start to make inferences based on what has been said and done</li> <li>• Make simple predictions</li> <li>• Discuss unknown vocabulary and make links to known words</li> </ul>
<p>Fiction Paddington Bear: character description and writing versions of a known story</p> <ul style="list-style-type: none"> <li>• Presentation (handwriting and page layout)</li> <li>• Writing more than one sentence about an idea</li> <li>• Story-telling/story-mapping/planning</li> <li>• Organising sentences in a logical, coherent order.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence basics</li> <li>• Similes</li> <li>• Using effective adjectives</li> <li>• Using conjunctions (inc. time conjunctions for sequencing)</li> </ul>	
<p>Non-fiction Descriptions of 17<sup>th</sup> C London</p> <ul style="list-style-type: none"> <li>• Senses planning</li> <li>• Writing more than one sentence about an idea</li> <li>• How to create more detailed description</li> <li>• Organising sentences in logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Writing questions (using question marks)</li> <li>• Using adjective questions and (introduce) adverb questions to develop description</li> <li>• Similes</li> </ul>	