

# St Oliver Plunkett Primary School

## Medium Term Planning

Area of Learning: Literacy: Talking and Listening

Year Group: 2

Date: Summer 1

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> <li>• Listen to and take part in discussions, explanations, role plays and presentations.</li> <li>• Contribute comments, ask questions, and respond to others' points of view.</li> <li>• Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary.</li> <li>• Structure talk so that ideas can be understood by others.</li> <li>• Speak clearly and adapt ways of speaking to audience and situation.</li> <li>• Use non-verbal methods to express ideas and engage with the listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in T &amp; L across all curricular areas</li> <li>• Listen attentively to a range of stimuli e.g music, rhymes, counting rhymes</li> <li>• Talk and express their ideas through role play e.g. Little red Riding Hood, Jack and The Beanstalk</li> <li>• retell stories, events or personal experiences in sequence with reasonable detail;</li> <li>• listen to and respond increasingly complex instructions.</li> <li>• Ask and answer questions to give information and demonstrate understanding;</li> <li>• understand and use social conventions in conversations and pupil initiated interactions;</li> <li>• Listening in class to the teacher and their peers.</li> <li>• Listen for increased periods of time.</li> <li>• Listen and respond remembering specific points.</li> <li>• Talk with others in small groups or pairs.</li> <li>• Speak audibly to be heard and understood.</li> </ul>	<p>COMET File and resources. Linguistic Phonics file</p> <p>Visual listening cue cards</p> <p><b><u>Big Books</u></b></p> <ul style="list-style-type: none"> <li>• Clyde Klutters Room</li> <li>• Superkids</li> <li>• The Little Yellow Chicken</li> <li>• The Hungry Giant</li> <li>• The Wicked Pirates</li> <li>• Chicken Little</li> </ul> <p><b>Books:</b> Library Oxford ReadingTree Shared reading books</p> <p>iPad apps</p> <p>Structured play activities: Imaginative play corner, Small world play, table top activities</p> <p>Cross curricular with other subjects.</p>	<p>Teacher observation</p> <p>Effective questioning techniques</p> <p>Classroom assistant observation (COMET/PIPS programme)</p> <p>Circle time</p> <p>Think Pair Share</p> <p>Hot seating</p> <p>Look what I can do Target books</p>

Evaluation:

# St Oliver Plunkett Primary School

## Medium Term Planning

Area of Learning: Literacy: Writing

Year Group: 2

Date: Summer 1

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> <li>develop writing skills through modelled, shared and guided writing sessions</li> <li>talk about, plan and edit work</li> <li>communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</li> <li>develop, express and present ideas in a variety of forms and formats using traditional and digital resources for different audiences and purposes</li> <li>write with increasing accuracy and proficiency</li> </ul>	<p>With Teacher modelling pupils will:</p> <ul style="list-style-type: none"> <li>Talk about, plan, and edit their work</li> <li>Write more complex sentences and stories</li> </ul> <p>Focusing on:</p> <ul style="list-style-type: none"> <li>Spacing</li> <li>Capital letter at the beginning</li> <li>Full stop/question mark</li> <li>Structure of a sentence/phrase</li> </ul> <p>Write and spell familiar words correctly, especially keywords learned</p> <p>Interactive sentences based on linguistic phonics</p> <p><b>Handwriting activities</b></p> <p>Use a comfortable and efficient pencil grip</p> <p>Form upper and lower case letters correctly through daily practice</p>	<p>Range of writing tools</p> <p>Whiteboards and markers</p> <p><b>Big Books</b></p> <ul style="list-style-type: none"> <li>Clyde Klutters Room</li> <li>Superkids</li> <li>The Little Yellow Chicken</li> <li>The Hungry Giant</li> <li>The Wicked Pirates</li> <li>Chicken Little</li> </ul> <p>Topic Books</p> <p>Guided reading texts with comprehension activities</p> <p>iPads iPad Apps IWB - flipcharts Task Board WALT board Nelson handwriting scheme</p>	<p>Teacher observation during formal writing sessions and during structured play at writing table</p> <p>Daily marking of writing tasks based on negotiated success criteria</p> <p>Self-evaluation</p> <p>Peer evaluation</p> <p>Key word competition and sentence dictation</p>
<p>Evaluation:</p>			

# St Oliver Plunkett Primary School

## Medium Term Planning

Area of Learning: Literacy: Reading

Year Group: 2

Date: Summer 1

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> <li>• read a range of texts with some independence</li> <li>• know how to handle and care for books;</li> <li>• find select and use information from a range of sources</li> <li>•</li> </ul> <p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>• browse and choose books for a specific purpose.</li> <li>• share a range of books with adults/other pupils;</li> </ul> <p><b>Big Books</b></p> <ul style="list-style-type: none"> <li>• develop concepts of print;</li> <li>• sequence stories in reasonable detail using appropriate language;</li> <li>• understand and use some language associated with books;</li> <li>• use evidence from text to explain opinions</li> </ul> <p><b>Reading Scheme</b></p> <ul style="list-style-type: none"> <li>• use word structure to develop reading; ;</li> <li>• begin to read with expression in response to print variations and punctuation;</li> <li>• understand and explore ideas events and features in texts</li> </ul>	<p>Enjoy a variety of texts at home and in school</p> <p>Weekly visit to library and daily use of class library</p> <p>Shared reading books to be sent home on a daily basis</p> <p>Daily reading of Big Book, encouraging children to join in repeated refrains; Big book activities to develop text, sentence and word level work</p> <p>Discuss events, stories and characters and give opinions Reading activities from ORT scheme</p>	<ul style="list-style-type: none"> <li>• Oxford Reading Tree Scheme Levels 1- 5</li> <li>• Supplemented by All Aboard and Alpha Kids</li> </ul> <p><b>Big Books</b></p> <ul style="list-style-type: none"> <li>• Clyde Klutters Room</li> <li>• Superkids</li> <li>• The Little Yellow Chicken</li> <li>• The Hungry Giant</li> <li>• The Wicked Pirates</li> <li>• Chicken Little</li> </ul> <ul style="list-style-type: none"> <li>• Selection of shared reading books</li> </ul> <ul style="list-style-type: none"> <li>• Library books</li> <li>• Linguistic Phonics</li> <li>• Word Sort flipcharts</li> <li>• Morning flipchart</li> <li>• ICT Websites</li> <li>• iPad Apps</li> <li>• WALT Board</li> <li>• Task Board</li> <li>• COMET/PIPS</li> </ul>	<p>Teacher observations</p> <p>Questioning</p> <p>Daily guided reading sessions.</p> <p>Weekly key word competition and Sentence dictation</p> <p>Linguistic Phonic Assessment</p> <p>Frequency word assessment</p> <p>Running records</p> <p>Literacy Profile</p> <p>Self-evaluation</p>

<p><b>Linguistic Phonics</b></p> <ul style="list-style-type: none"> <li>• develop auditory discrimination and memory;</li> <li>• develop visual discrimination and memory;</li> <li>• understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness);</li> </ul> <p><b>Other/Independent Reading Activities</b></p> <ul style="list-style-type: none"> <li>• select and use books for specific purposes;</li> <li>• read on sight, some words in a range of meaningful contexts, including environmental print</li> <li>• Use a range of strategies to read with increasing independence</li> </ul>	<p>Linguistic Phonics taught daily Morning Flipchart for daily practice Stage 5 Linguistic Phonics oo/o/ue/ew i/ie/i-e/y/igh ir/or/er/ur u/ou/o/o-e i, ui, e, i-e ar or <b>Group 2:</b> Harberton Reading Scheme words (Supported by Miss Taggart &amp; CAs)</p> <p>Reading words on display in classroom as appropriate</p>		
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Evaluation:

# BIG BOOK PLAN

## Clyde Klutter's room

**Year 2**

**Summer 1**

Day	Reading	Writing
<b>Monday</b>	(TL)Discuss the title, author and illustrator. Look at the cover – What do you think this book might be about? The meaning of the word “clutter” Focus on the use of speech marks for Clyde talking, thinking and singing. Underline speech from text and demonstrate how you would place in speech / think bubbles. Words ending with _ed (hammered, banged etc.)	<ul style="list-style-type: none"> <li>• Complete cloze procedure 1</li> <li>• Complete cloze procedure 2</li> <li>• Complete missing word activity</li> </ul>
<b>Tuesday</b>	Can you remember all the things in Clyde Klutter's room? His friends like music – change music (to movies) – so change objects in the room e.g, paino, trumpet, stereo(tv, video, dvd, etc) Focus on “oo” words – room, door, too.	<ul style="list-style-type: none"> <li>• Identifying &amp; naming household objects, sorting into appropriate rooms in the house</li> <li>• Sorting a list of household objects according to room in which they belong</li> <li>• C&amp;S objects into the correct rooms</li> </ul>
<b>Wednesday</b>	(TL)Re read the text with the class reading Clyde's words and thoughts. (SL) look at sentence construction – pg4 use of “and” and “until” find commas, to extend the sentence. (WL) Find small words inside larger words – another (an, other, he, her) - use magnetic letters and make a list.	<ul style="list-style-type: none"> <li>• Write 5 independent sentences about what you would have in your special room.</li> <li>• Write 3 independent sentences about what you would have in your special room.</li> <li>• Complete 2 sentence endings about what you would have in your special room. E.g. In my room I want....,</li> </ul>
<b>Thursday</b>	(TL)Oral comprehension – What did Clyde do to the room to make it more comfortable? Read answer from text. – Demonstrate writing the answer down. (WL) rhyming words small (all, ball, call, fall, hall, mall, tall, wall)	<ul style="list-style-type: none"> <li>• Guided Reading Activity</li> </ul>
<b>Friday</b>	N/A	Shared Writing. Write a story - My bedroom. Write about the things found in the bedroom, how we look after the bedroom etc. Invite children to Read together and redraft, illustrate story.

# BIG BOOK PLAN

Year 2

The Little Yellow Chicken

Summer 1

Day	Reading	Writing
<b>Monday</b>	<p>(TL) Discuss the title and the cover illustrations locate the name of the author / illustrator. Discuss why some books have title pages. Look at the characters on page 2. Read pages 2 and 3. Did you guess the name of the characters correctly? Read the story demonstrating correct reading behaviour.</p> <p>(WL) _ing words Look at page 4/5 find _ing words – shopping, cooking, bugging. Use magnetic letters / whiteboard to make more words.</p> <p>(SL) locate question marks in the story and discuss their use. Use text to locate answers to questions.</p>	<p>Write answers from sentences in the text to questions?</p> <ul style="list-style-type: none"> <li>• Two simple questions. Write whole answers.</li> <li>• Two simple questions. Who went to the shop? The ____ went to the shop. Who cooked the food? Etc</li> <li>• One simple question. Who went to the shop? The ____ went to the shop.</li> </ul>
<b>Tuesday</b>	<p>(TL) What do you remember about this story?</p> <p>(SL) Examine the use of exclamation marks in the story.</p> <p>(WL) Focus on words with double letters in the story. Look for words with “oo”, “ll”, “gg”, “ee”. What does the sound pictures do to the sounds of these words?</p>	<p>Independent writing</p> <ul style="list-style-type: none"> <li>• Retell the story with a start and end</li> <li>• Independent sentences about the story</li> <li>• Simple sentences with word bank available</li> </ul>
<b>Wednesday</b>	<p>(TL) Cloze procedure – Encourage the children to substitute words for “done,” “little”, “will”, “friends” on page 4</p> <p>(WL) Work on the word “help” by adding different endings we can make new words – helps, helped, helping. Write these words into the sentence. The little yellow chicken helps / helped / is helping her friends.</p>	<p>Building words using different endings</p> <ul style="list-style-type: none"> <li>• Make a list (help, helps, helped, helping) - write 2/3 sentences</li> <li>• Make a list (help, helps, helped, helping) – write one sentence</li> <li>• Unjumble simple words from the story to complete the sentences.</li> </ul>
<b>Thursday</b>	<p>(TL) This story is written in paragraphs. Discuss why we use paragraphs. Paragraphs help to order or work or story. It enables us to tell the story in definite parts.</p> <p>(SL) Sequence the story, First discuss how many parts the story should be broken into.</p>	<ul style="list-style-type: none"> <li>• Guided Reading Activities</li> </ul>
<b>Friday</b>	N/A	

# BIG BOOK PLAN

## The Hungry Giant

Year 2

Summer 1

Day	Reading	Writing
<b>Monday</b>	<p>(TL) Discuss the title and the cover illustrations locate the name of the author / illustrator. What do you think might happen in this story. Do you recognise any of the characters in this story?</p> <p>(WL) What do the people look like? What are they doing? Talk about action words – Smiling, running, shouting etc.</p> <p>Comprehension - Use text to locate answers to questions.</p>	<p>Write answers from sentences in the text to questions?</p> <ul style="list-style-type: none"> <li>• 4 simple questions. Write whole answers.</li> <li>• 3 simple questions. Who wanted bread? The giant wanted bread. Who wanted butter? The giant wanted butter.</li> <li>• 2 simple questions. Who wanted bread? The giant wanted bread.</li> </ul>
<b>Tuesday</b>	<p>Read the story. Comprehension - Use text to locate answers to questions. Talk about all the things that the giant wanted. In the story</p> <p>(WL) Write a list of the things the giant wanted – use linguistic phonic cues to help.</p>	<p>Make an iBook to retell the story</p> <ul style="list-style-type: none"> <li>• Draw illustrations, insert text independently, record narrations</li> <li>• Draw illustrations, insert text with support, record narrations</li> <li>• Draw illustrations and record narrations</li> </ul>
<b>Wednesday</b>	<p>Look at the order of events in the story Read the story – did we get the order correct?</p> <p>Read the story together invite a child to demonstrate correct reading behaviour using a pointing stick</p> <p>What was your favourite part of the story? Demonstrate the sentence stem “I liked the part where _____”</p>	<ul style="list-style-type: none"> <li>• Continue with iBook</li> </ul>
<b>Thursday</b>	<p>Read the story together invite a child to demonstrate correct reading behaviour using a pointing stick Discuss what the characters did in the story. Tell the story in the first person from the giant's perception and a child's perception.</p>	<p>Guided Reading Activities</p>
<b>Friday</b>	<p>N/A</p>	<p>Character hot seating</p> <p>Work in pairs to discuss the character of the giant and come up with some questions you would ask the giant? What is his favourite sandwich? Where did he get his bumpyknocker? Take opportunities to get children to take on the role of the giant and the others question him</p>

# BIG BOOK PLAN

# Superkids

Day	Reading	Writing
<b>Monday</b>	(TL) Discuss the title and the cover illustrations locate the name of the author / illustrator. Predict what the book may be about – do the characters resemble anyone? Discuss the title page – Who can we see hiding? Read the story (SL) Focus on punctuation – speech marks, exclamation marks, commas and full stops. (WL) Find small words inside larger words e.g. Superkids, dragon, lightening.	Independent sentences retelling story <ul style="list-style-type: none"> <li>• 4 sentences using word bank</li> <li>• 3 sentences with scaffolded support</li> <li>• 2 sentence with support</li> </ul>
<b>Tuesday</b>	(TL) Order events in the story e.g. 1. The dragon in town, 2. The giant etc... (SL) Repetition of phrases “not the dragon” and how it changes “we’re not afraid” (WL) Rhyming words – crack, back (Sack, Black)	Word Building <ul style="list-style-type: none"> <li>• Write a list of ck words. Write 2 sentences with ck words</li> <li>• Write a list of ck words. Write 1 sentences with ck words</li> <li>• Write the word duck, clock, sock and illustrate</li> </ul>
<b>Wednesday</b>	(TL) Cloze procedure – synonyms e.g. we’re not afraid – the superkids. (SL) True or False e.g. “The Superkids were afraid of The monster “False. (WL) Focus on the word “said” can we use a more interesting word – shouted, cried etc.	Select one option from below : Read the sentence and choose true or false <ul style="list-style-type: none"> <li>• 6 Sentences (write true / false) Make up their own true/false statement</li> <li>• 6 Sentences (write true / false)</li> <li>• 2 Sentences (cut and stick true / false cards)</li> </ul>
<b>Thursday</b>	(TL) oral comprehension –children respond to the questions by reading the text aloud. (WL) Jumbled words – using linguistic phonics skills use magnetic letters to unjumble words – not, the, went, over, into etc...	<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	Shared Writing Focus – characterisation Discuss each character and brainstorm words to describe them. Use words to write a description.

# BIG BOOK PLAN

# The Wicked Pirates

Day	Reading	Writing
<b>Monday</b>	(TL) Look at the title of this story. Look at the picture – who might these people be? What type of things do they do? Where do they live? Etc. Read the story demonstrating correct reading behaviour. Did we guess right? (WL) Concentrate on “sh” sound endings – clash, bash, smash	<ul style="list-style-type: none"> <li>• Draw a picture of the pirates and their ship               <ol style="list-style-type: none"> <li>1. Write 2 independent sentences</li> <li>2. Write 1 independent sentence</li> <li>3. Write an “I can see” sentence</li> </ol> </li> </ul>
<b>Tuesday</b>	TL) Let’s look at the Pirates on page 4 and 5. Can we name different parts of their clothing - boots, hat, coat, sword (WL) Rhyming words “Men” use magnetic letters and linguistic phonic skills to demonstrate word building.	Label the pirate <ol style="list-style-type: none"> <li>1. Label a picture of a pirate – boots, hat, bag, peg and write a sentence about the pirate</li> <li>2. Label a picture of a pirate - boots, hat, peg, bag</li> <li>3. Label the pirate with C&amp;S labels</li> </ol>
<b>Wednesday</b>	WL) Read the story all together – invite a child to demonstrate correct reading behaviour using a pointer. (TL) A treasure island map – focus on word “map” and sound pictures. Look at the “roamer floor map” what things are on it? Introduce the idea of a key.	Design a treasure map for the wicked pirates using the key given <ol style="list-style-type: none"> <li>1. Use key and design 2 of their own to add to map</li> <li>2. Use all items on key</li> <li>3. Use map with 5 key items</li> </ol>
<b>Thursday</b>	(TL) Recap on the story. Can you name any parts of the ship? Can you think of describing words for the Pirates – demonstrate writing these using knowledge of sound pictures. (SL) Look at exclamation marks – Clash! Bash! and Smash! Identify sentences with speech marks page6, 7. When do we use them?	<i>Guided reading activity</i>
<b>Friday</b>	N/A	Shared T & L What would Pirate Pete do if he found that there was no treasure in the sack when he got home? Write the story together – What was in the sack? How did he feel etc.

# BIG BOOK PLAN

# Chicken Little

Day	Reading	Writing
<b>Monday</b>	<p>Discuss the cover, title, author and illustrator. Predict what the story might be about. Read the story.</p> <p>(WL) Find sound picture – ch Think of more words beginning with ch. – chip, chop, cheese, chomp, chirp.</p> <p>(SL) Discuss why the sentences are printed in different colours e.g. – red for the fox.</p>	<p>Draw your favourite character in the story.</p> <ul style="list-style-type: none"> <li>• Write 4 sentences independently</li> <li>• Write 3 sentences using a word bank</li> <li>• Write 2 sentences with support</li> </ul>
<b>Tuesday</b>	<p>Discuss the story and read.</p> <p>(WL) Look at capital letters / sound pictures. When do we use capital letter?</p> <p>(SL) Ask the children to find a question on page 3, 5 or 7. How do we know that it is a question – discuss question mark? Children read the question raising their voices at the end. Draw a question mark in the air;</p>	<ul style="list-style-type: none"> <li>• Sequence the story – 4 pictures, write simple sentences to match for each picture.</li> <li>• Sequence the story – 4 pictures write a simple/scaffolded sentence for each</li> <li>• Sequence the story – 4 pictures.</li> </ul>
<b>Wednesday</b>	<p>Read the story – children join in repetitive phrases.</p> <p>(WL) Talk about rhyming words; - Foxy Loxy, Henny Penny. Make up other animal rhymes – Doggy Loggy, Catty Batty, Micey Ricey etc.</p> <p>(SL) Look at sentences with the word “and” in the middle. Turn to page 15 and discuss how we could join 2 of these sentences together using the word “and”</p>	<p>Write a postcard from chicken Little Design picture in color pencil/crayon</p> <ul style="list-style-type: none"> <li>• 3 sentences and format independently</li> <li>• 2 sentences and format with support</li> <li>• 1 sentence with support</li> <li>•</li> </ul>
<b>Thursday</b>	<p>Read the story – children join in repetitive phrases.</p> <p>(WL) Look at words – that’s and don’t Discuss other such words such as isn’t, you’re.</p> <p>(SL) Talk about the different ways in which the animals reacted to Chicken Little telling them the sky was falling e.g. Amazing, incredible, You don’t say. What else could they have said?</p>	<p><i>Guided Reading Activity</i></p>
<b>Friday</b>	<p>N/A</p>	<p>Hot Seat Imagine How did Chicken Little feel at the end of the story? Was she sad? Write a new ending for the story.</p>