

# St. Oliver Plunkett Primary School Year 2 Literacy Medium Term Planning Spring 1

Area of Learning: Literacy: Talking and Listening

Year Group: 2

Date: Spring 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> <li>• Listen to and carry out basic instructions</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 Home Corner, Winter small world play</li> <li>• retell stories, events or personal experiences in sequence with reasonable detail;</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 Visual listening cue cards</p> <p><b>Big Books</b></p> <ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Goldilocks and the three bears</li> <li>• We're going on a bear hunt</li> <li>• The 3 Little Pigs (play)</li> <li>• The Lion &amp; The Mouse</li> <li>• Little Red Riding hood</li> </ul> <p><b>Books:</b> Library Oxford Reading Tree Shared reading books Bug Club</p> <p>iPad apps: Book Creator, Postcard, ChatterKid, Puppet Pals, Splingo, Funny Movie Maker, QRafter (youtube links) Structured play activities: Imaginative play corner, Small world play, table top activities Cross curricular with other subjects.</p>	<p>Teacher observation</p> <p>Effective questioning techniques</p> <p>Classroom assistant observation</p> <p>COMET Participation</p> <p>Circle time</p> <p>Think Pair Share</p> <p>Hot seating</p> <p>Individual Targets</p>
<p>Evaluation:</p>			

# St. Oliver Plunkett Primary School Year 2 Literacy Medium Term Planning Spring 1

Area of Learning: Literacy: Reading

Year Group: 2

Date: Spring 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> </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 language associated with books;</li> <li>• talk about what has been read and answer simple questions</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 increasing expression and fluency in response to print variations and punctuation;</li> <li>• understand and explore ideas events and features in texts</li> <li>• use context and syntax to make predictions about words and use sound symbol correspondence</li> </ul>	<p>Enjoy a variety of texts at home and in school – Bug Club</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 Weekly focus on developing a reading strategy during guided reading sessions.</p>	<ul style="list-style-type: none"> <li>• Oxford Reading Tree Scheme Levels 1 - 3</li> <li>• Supplemented by All Aboard and Alpha Kids where necessary</li> </ul> <p><b>Big Books</b></p> <ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Goldilocks and the three bears</li> <li>• We're going on a bear hunt</li> <li>• The 3 Little Pigs (play)</li> <li>• The Lion &amp; The Mouse</li> <li>• Little Red Riding hood</li> </ul> <ul style="list-style-type: none"> <li>• Selection of shared reading books</li> <li>• Bug Club</li> <li>• Library books</li> <li>• Linguistic Phonics</li> <li>• Word Sort flipcharts</li> <li>• Speed Reading PowerPoint</li> <li>• CVC Activities</li> <li>• Morning flipchart</li> <li>• ICT Websites</li> <li>• iPad Apps</li> <li>• WALT Board</li> <li>• Task Board</li> <li>• Reading strategy cue cards</li> <li>• COMET/PIPS</li> <li>• Year 1 &amp; 2 Applecroft words (speed reading words)</li> <li>• Harberton reading support</li> </ul>	<p>Teacher observations Questioning Daily guided reading sessions Weekly key word competition and sentence dictation Linguistic Phonic assessment Frequency word assessment Running records Literacy Profile Self-evaluation Individual Targets</p>

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<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</p> <p><b>Group 1:</b> Stage 2 Linguistic Phonics (ss,zz) Stage 4 Linguistic Phonics (ck, ng, ch, sh, th) Weekly word sort activity</p> <p><b>Group 2:</b> Harberton Reading Support</p> <p>Reading words on display in classroom as appropriate</p>		
<p>Evaluation:</p>			

# St. Oliver Plunkett Primary School Year 2 Literacy Medium Term Planning Spring 1

Area of Learning: Literacy: Writing Year Group: 2

Date: Spring 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, with correct directionality and increasing control over size</li> <li>• write personal and familiar words</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 simple sentences</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>Pupils will attempt to:</p> <ul style="list-style-type: none"> <li>• write and spell familiar words correctly, using phonic skills</li> <li>• write interactive sentences based on linguistic phonics</li> </ul> <p>Pupils will engage in discussion focused on producing a shared written text based on weekly Big Book</p> <p><b>Handwriting activities</b></p> <p>Use a comfortable and efficient pencil grip</p> <p>Form lower case letters correctly through daily practice and use of Nelson Handwriting books</p> <p>Introduce upper case formation in same order as Nelson Bk 1</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>• Jack and the Beanstalk</li> <li>• Goldilocks and the three bears</li> <li>• We're going on a bear hunt</li> <li>• The 3 Little Pigs (play)</li> <li>• The Lion &amp; The Mouse</li> <li>• Little Red Riding hood</li> </ul> <p>Topic books</p> <p>Guided reading texts with related comprehension activities</p> <p>iPad Apps IWB - flipcharts Task Board WALT board Nelson handwriting scheme Nelson Handwriting Book 3</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>Weekly key word competition and sentence dictation</p>
<p>Evaluation:</p>			

**BIG BOOK PLAN**

**Goldilocks and the Three Bears**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	(TL) This is a familiar story – can anyone tell me the title? Read and model correct reading behaviour (use pointer). Sequence story – What does goldilocks do? (WL) Action words – ate, sat, broke, ran	Missing words activity <ul style="list-style-type: none"> <li>• Complete sentences with no helping words</li> <li>• Complete sentences with word bank</li> <li>• Complete sentences with helping words (simplified)</li> </ul>
<b>Tuesday</b>	(SL) Punctuation – look at the use of speech marks – What do they mean? How we use them. When do we use them during writing? Look at what the characters are saying. Observe print – it gets bigger and darker. Introduce Puppetpal app to children	Use iPad to make a Puppetpal retelling the story <ul style="list-style-type: none"> <li>• Independently import puppets and backgrounds, record &amp; save story</li> <li>• With support import puppets and backgrounds, record story, save with support</li> <li>• Use already imported images to record story</li> </ul>
<b>Wednesday</b>	(TL / WL ) Cloze procedure cover words – hot, cold, night, hard, soft, broke. Children suggest alternatives. (WL) Look at the word “Mammy” this is not the way we normally write mummy. Talk about other similar words – mum, mother, etc. “oo” words – recall familiar “oo” words.	Continue with Puppetpal, redraft and complete. Share completed movies with class for peer evaluation
<b>Thursday</b>	(SL TL) What is the most exciting part of this story? <ol style="list-style-type: none"> <li>1. Goldilocks went into the house.</li> <li>2. She broke the chair.</li> <li>3. She ate the porridge.</li> <li>4. She fell asleep.</li> <li>5. She ran away.</li> </ol> Make a graph to illustrate each part giving marks out of ten. (Model this for the class)	<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	Shared Writing Write a recipe for porridge / Design a wanted poster for Goldilocks

**BIG BOOK PLAN**

**We're going on a Bear Hunt**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	<p>(TL) Introduce the book; invite the children to discuss the cover and the title and what this tells us about the book. Who writes this book? Do we know any other books written by this author / illustrator?</p> <p>(WL) Help children to focus on the detail of the print and letter sounds relationships to read unfamiliar words.</p> <p>(SL) Order events in the story – 1<sup>st</sup> – long wavy grass, 2<sup>nd</sup> deep cold river etc...</p>	<p>Independent writing about the bear hunt journey</p> <ul style="list-style-type: none"> <li>• Write about 3 places independently using a word bank</li> <li>• Write about 3 places with scaffolded support using a word bank</li> <li>• Write about 1 place with support</li> </ul>
<b>Tuesday</b>	<p>(TL) Re-read the text with the children. Choose particular children to read selected parts of the text. Focus on the predictable and repeated patterns.</p> <p>(WL) think about the bear, what would he be like. Generate words to describe the bear for a wordbank</p>	<p>Bear character study: write about the bear</p> <ul style="list-style-type: none"> <li>• Write 3 independent sentences using a word bank</li> <li>• Write 2 scaffolded sentences using word bank</li> <li>• Write 1 sentence with support</li> </ul>
<b>Wednesday</b>	<p>(TL) Revise describing words in the story. Match them with the place that they describe.</p> <p>(WL) Brainstorm describing words for one place in the story ask the class to find as many words as they can.</p> <p>(SL) look at the use of full stops in the story. Discuss when we use full stops.</p>	<p>Design a journey map for the bear hunt using the key given</p> <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 3 key items</li> </ol>
<b>Thursday</b>	<p>(SL) revise discussions about commas. Full stops, exclamation marks.</p> <p>(WL) Cloze procedure – use information from previous lessons brainstorm to replace words in the text.</p> <p>(WL) How do you think the children will be feeling at different parts of the story? Write words to describe these feelings on the whiteboard.</p>	<ul style="list-style-type: none"> <li>• <i>Guided Reading activity</i></li> </ul>
<b>Friday</b>	N/A	<p>Shared Writing</p> <p>Large map of an island – look back at the story. Name the places that we could put on the bear hunt map. Draw and label parts of the map. Invite children to make their own map.</p>

**St. Oliver Plunkett Primary School Year 2 Literacy Medium Term Planning Spring 1**

**Year 2**

**Jack and the Beanstalk**

**Spring 1**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	(TL) Look at the title of the book – Do you know this story? – Who is in it? Discuss traditional tales and how they are retold. Read the story demonstrating correct reading behaviour. (WL) The giant in this version is called an Ogre. Find this word in the text. Look for other words in the text that we can use for “said” – reply, shouted, asked. Exaggerated words are in bold letters – discuss why	Make a postcard on ipad <ul style="list-style-type: none"> <li>• Write a postcard from Jack asking for help</li> <li>• Write a postcard about the story</li> <li>• Write an independent sentence about the story</li> </ul>
<b>Tuesday</b>	(TL) Can you remember the story? What happened? Is it different from the story you know? (WL) The beanstalk “stretched” up make words beginning with str – strong, stripe, straw, strap, string etc (SL) Consider the use of commas, full stops used in the story.	Make a shared story map in groups. Draw a route for Jack. Mark on the parts of the story including where he met the man with the beans, the beanstalk, the castle. Make a key to go with the story map.
<b>Wednesday</b>	(SL) Speech marks – read what each character is saying. (WL) Knocked has a silent k – illustrate other words with a silent k – knife, knit, knew, knack. Ask class to suggest describing words for the Ogre - brainstorm	Sequencing – <ul style="list-style-type: none"> <li>• Sequence story (6 sentences to read) Draw and tell favourite part.</li> <li>• Sequence story (5 simpler sentences to read) Draw and tell favourite part.</li> <li>• Sequence story (4 pictures with words)</li> </ul>
<b>Thursday</b>	(WL) Look at the brainstorm from previous lesson – are they in the text? Find more words from the text and add it to brainstorm. (towered, gigantic, old, huge etc.) Model character profile for the Ogre – I am ____, I eat ____, I live ____, I like ____, I say _____.	Guided Reading Activities
<b>Friday</b>	N/A	Shared Writing Report – Imagine that you are a newspaper reporter. The Ogre is found dead at the bottom of the beanstalk. Imagine that you have to write the story Consider Headlines and information needed to write the article – Write the article with suggestions from class.

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**Year 2**

**Little Red Riding hood (play)**

**Spring 1**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	<p>(TL) What do you notice about this book? It is a play.                      Discuss this familiar tale – can the children retell it? Who do you think we will meet in this story.                      Explain terminology used in the contents page – cast / act / scene etc.                      Make large map of a forest – look back at the story. Name the places that we could put on the map. Draw and label parts of the map. Draw the route little red riding hood took.                      For postcard activity, generate helping words? Display words</p>	<p>Character profile                      Using color pencil/chatterpix, complete a character profile</p> <ol style="list-style-type: none"> <li>1. Profile of the wolf</li> <li>2. Profile of Red riding hood</li> <li>3. Profile of red riding hood with prompts and support</li> </ol>
<b>Tuesday</b>	<p>Re-read – give different children various parts to read in the play.                      Speech marks / bubbles why are there none in this book.                      Write out think bubbles for Little red riding hood and the big bad wolf. Use situations in the story to inform choices.</p>	<p>Continue drafting Chatterpix and save to seesaw</p>
<b>Wednesday</b>	<p>Re-read the story.                      Discuss the cast. Why are their names in different colours? Is the narrator in the story?                      (WL) Look at the characters in the story – discuss the story from their point of view. What questions would</p>	<ul style="list-style-type: none"> <li>• Writing the story with a beginning, middle and end 4 sentences</li> <li>• Writing the story with a beginning, middle and end 2 sentences</li> <li>• Complete missing words to retell the story</li> </ul>
<b>Thursday</b>	<p>Look at the title and characters in the play – use this information and words from the text to produce a poster to advertise a class production. What information would the poster need to have which is not found in the text. (Date, time, admission cost, starring ____ as the big bad wolf etc..</p>	<p>Guided reading</p>
<b>Friday</b>	<p>N/A</p>	<p>Shared Writing                      Discuss the purpose and style of diary writing                      Pretend you are Little Red Riding Hood. Let us work together to write a page in her diary.</p>

**St. Oliver Plunkett Primary School Year 2 Literacy Medium Term Planning Spring 1**

**BIG BOOK PLAN (The Three Little Pigs - Play) Spring 1**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	<p>(TL) What do you notice about this book? It is a play. Discuss this familiar tale – can the children retell it? Who do you think we will meet in this story? Explain terminology used in the contents page – cast / act / scene etc. (WL) What does the red writing indicate? Making plurals – chin, brick, fire, stick – add s</p>	<p>Sequence the story</p> <ol style="list-style-type: none"> <li>1. 3 pictures with a sentence to match</li> <li>2. 3 pictures with missing words to complete</li> <li>3. Sequence the 4 pictures</li> </ol>
<b>Tuesday</b>	<p>(TL) Read the text together and add voices for the characters – discuss how the characters will sound – pig: frightened, scared, brave, wolf: - sly, crafty, evil. (SL) Look closely at the sentences are there words that we can really emphasise? – could not, won't, beware, BEWARE! Discuss the wolf; make a bank of describing words for the wolf</p>	<p>Design a Wanted Poster</p> <ol style="list-style-type: none"> <li>1. Complete independently using word bank</li> <li>2. Complete with support using word bank</li> <li>3. Simplified wanted poster</li> </ol>
<b>Wednesday</b>	<p>(TL) Give children the opportunity to play parts in the play – use finger puppets if available. (WL) extending sentences using the word “and” e.g. “I will huff and I will puff and I’ll blow your house down.”</p>	<p>Use Postcard/Color Pencil to make a postcard</p> <ol style="list-style-type: none"> <li>1) Independently using helping word</li> <li>2) With adult support</li> <li>3) Picture with the title “a pig”</li> </ol>
<b>Thursday</b>	<p>(TL) Focus on the illustrations in this book. Retell the story using the illustrations. Look at the characters: What do you think the wolf is saying / thinking? Etc. (WL) Rhyming words pig, children provide examples and write them on the whiteboard. Can we make a silly sentence with these words?</p>	<p>Guided reading activity</p>
<b>Friday</b>	<p>If available read “The true story of the three little pigs”</p>	<p>Shared T &amp; L Use Funny Movie Maker to make a movie about the wolf and how he felt.</p>

**St. Oliver Plunkett Primary School Year 2 Literacy Medium Term Planning Spring 1**

**BIG BOOK PLAN The Lion and the mouse**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	(TL) Look at the cover. Discuss the front cover, back cover and the spine. Let’s look at the pictures together. What do you think the story will be about? Read story to class with a pointer to demonstrate correct reading behaviour – name the characters in the book. (SL) look at what the animals are saying. Speech marks – “I can’t help you.” said the monkey.	Big & Small 1. Draw big animals and small animals, label and write 2 sentences 2. Draw big animals and small animals, label and write 1 sentences 3. C&S and sort big and small animal. Write an I can see sentence
<b>Tuesday</b>	(TL) Revise the story. Who helped to save the lion? Would the children have helped? How? Put the story in sequence. Introduce Book creator app and model how to make a simple iBook.	Make an iBook recalling the story. Use color pencil to make 4 illustrations 1. Use illustrations and add some text and narrations independently 2. Use illustrations and add some text and narrations with support 3. Use illustrations and add narrations with support
<b>Wednesday</b>	(TL) Page 7 – How was the trap made? What were the materials used? How was it going to work? Can we sort large and small animals in the story? (WL) “gnawed” – discuss the meaning of this word, Invite the children to suggest other similar words (SL) Look at the full stops and commas – Why are they used?	Continue with redrafting of iBook
<b>Thursday</b>	(TL) Discuss the setting of the story and how we know this. (WL) Teacher covers specific words in a few sentences. Children try to remember the word and perhaps suggest appropriate alternatives What was your favourite part in the story?	<i>Guided reading activity</i>
<b>Friday</b>	N/A	Shared T & L What would happen if .....? A little mouse goes into the jungle alone. Who does he meet and what happens to him? How can we redraft our story to make it more exciting?