

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

Area of Learning: Literacy: Talking and Listening

Year Group: 2

Date: Autumn 2

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 The 3 Little Pigs; The Bag Shop/ Santa's workshop play area</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><u>Big Books</u></b></p> <ul style="list-style-type: none"> <li>• <b>The Prickly Hedgehog (poem)</b></li> <li>• <b>Peace at Last</b></li> <li>• <b>A Handy Dragon</b></li> <li>• <b>One snowy night</b></li> <li>• <b>This is the bear and the scary night.</b></li> <li>• <b>The Snowman (poem)</b></li> </ul> <p><b>Books:</b> Library Oxford ReadingTree Shared reading books</p> <p>iPad apps: Spingo, Funny Movie Maker, ChatterPix, Pic Collage 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>Seesaw portfolio</p>
<p>Evaluation:</p>			

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

Area of Learning: Literacy: Reading

Year Group: 2

Date: Autumn 2

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>• 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</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</p> <p>Reading activities from ORT scheme</p> <p>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 &amp; 2</li> <li>• Supplemented by All Aboard and Alpha Kids where necessary</li> </ul> <p><b><u>Big Books</u></b></p> <ul style="list-style-type: none"> <li>• <b>The Prickly Hedgehog (poem)</b></li> <li>• <b>Peace at Last</b></li> <li>• <b>A Handy Dragon</b></li> <li>• <b>One snowy night</b></li> <li>• <b>This is the bear and the scary night.</b></li> <li>• <b>The Snowman (poem)</b></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>• Reading strategy cue cards</li> <li>• COMET/PIPS</li> <li>• Year 1 &amp; 2 Applecroft words</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>Seesaw portfolio</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 Stage 1 Linguistic Phonics (CVC) Stage 2 Linguistic Phonics (CVCC, CCVC) Stage 3 Linguistic Phonics (Multi syllable) Stage 4 Linguistic Phonics (ll, ff, ss, zz,)</p> <p>Reading words on display in classroom as appropriate</p>	<p>(speed reading words)</p>	
<p>Evaluation:</p>			

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

Area of Learning: Literacy: Writing Year Group: 2

Date: Autumn 2

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>Range of writing tools</p> <p>Whiteboards and markers</p> <p><b>Big Books</b></p> <ul style="list-style-type: none"> <li>• <b>The Prickly Hedgehog (poem)</b></li> <li>• <b>Peace at Last</b></li> <li>• <b>A Handy Dragon</b></li> <li>• <b>One snowy night</b></li> <li>• <b>This is the bear and the scary night.</b></li> <li>• <b>The Snowman (poem)</b></li> </ul> <p>Topic books</p> <p>Guided reading texts with related comprehension activities</p> <p>iPads iPad Apps IWB - flipcharts Task Board WALT board Nelson handwriting scheme Nelson Handwriting Book 2 &amp; 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>Seesaw portfolio</p>
<p>Evaluation:</p>			

**BIG BOOK PLAN A Handy Dragon**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	(TL) look at the cover. Can the picture tell us anything about the story? Discuss the title (WL) What does the word “handy” mean? Can we put it in another sentence? Choose other describing words which mean the same as “handy”	Teacher models the sentences - “I can see a dragon.” “ The dragon was handy” Children draw a picture of the dragon and write or paste the sentence underneath. (Choose an option below) 1. Write two sentences independently. 2. Write one sentence independently. 3. Write/Cut and stick “ I can see a dragon”
<b>Tuesday</b>	Do you remember - How was the dragon handy? Read the story together – children join repetitive phrases. (TL) Focus on the pictures (WL) Rhyming words – are they always spelt the same? E.g. plane / train	Unjumble the sentences 1. 3 jumbled sentences 2. 2 jumbled sentences 3. Cut and stick – “I can make soup”
<b>Wednesday</b>	(SL) Highlight speech marks, familiar words – by, say, the, way. (WL) Use magnetic letters and linguistic phonic skills to build word family _ot (hot, dot, cot, got, jot, lot, not, pot, rot, tot )	Build the _ot family 1. Build 5 words and write a sentence with an ‘ot’ word 2. Build 5 words and use to complete the missing words 3. Make pot and hot and draw a matching picture
<b>Thursday</b>	(TL) How else could the dragon be handy? Invite suggestions for an alternative title. (SL) Change the sentence by using a speech bubble (WL) How many small words can we find in candlelight? an, can, and, candle, light	<i>Guided reading activity</i>
<b>Friday</b>	N/A	Shared T & L Children provide ideas for shared writing about our own handy dragon and all the things he can do.

## BIG BOOK PLAN The Snowman (Poem)

Day	Reading	Writing
<b>Monday</b>	(TL) Read the poem to the class. Discuss the difference between a story and a poem. A poem is shorter, often rhymes, can have a capital letter at the start of each line etc. (WL) Look at the end of each sentence. What do you notice? Rhyming words fat/hat, nose / suppose, chest/best.	Cloze Procedure. Write in the missing words. Can you fill in the word to make the sentences complete; <ol style="list-style-type: none"> <li>1. With 5 sentences</li> <li>2. With 3 sentences</li> <li>3. With 2 sentences</li> </ol>
<b>Tuesday</b>	(SL) Cover some words up in the poem. Can you guess the covered word? Can you think of alternative words to describe the snowman? Teacher models writing words with children suggesting sound pictures needed. (WL) Looking at words within words <u>S</u> now <u>m</u> an <u>c</u> ar <u>r</u> ot <u>b</u> ut <u>t</u> ons <u>a</u> nd <u>r</u> eally <u>f</u> at <u>b</u> est	<ol style="list-style-type: none"> <li>1. Label the picture of the snowman independently using a word bank</li> <li>2. Label the picture of the snowman with support</li> <li>3. C&amp;S labels (Use the labels provided)</li> </ol>
<b>Wednesday</b>	(TL) What time of the year would you make a snowman? How would you make a snowman? What did he look like in the poem? (SL) Focus on capital letters at the beginning of a sentence. Use magnetic letters to match lower and upper case letters.	Sequencing activity. Building a snowman – choose an appropriate level from below. <ol style="list-style-type: none"> <li>1. Sequence 5 pictures and write a sentence</li> <li>2. Sequence 5 pictures</li> <li>3. Sequence 4 pictures</li> </ol>
<b>Thursday</b>	Look at the different parts of the snowman. Can we find these words in the text of the poem? Practice writing labels to label the snowman. (hat, scarf, eyes, buttons, nose, mouth)	
<b>Friday</b>	N/A	Shared T&L Funny Movie Maker – make a movie from the snowman, telling how he felt.

## BIG BOOK PLAN      The Prickly Little Hedgehog – Poem

Day	Reading	Writing
<b>Monday</b>	<p>Look at the picture of the hedgehog, which accompanies the poem. Class discussion – what do we know about hedgehogs? Brainstorm onto flip chart.</p> <p>(TL) read poem to class with a pointer to demonstrate correct reading behaviour</p> <p>(WL / TL) Focus on each line in the poem. What does each line tell us about the hedgehog? – add this information to the brainstorm.</p>	<p>Teacher models the sentences - “I can see a hedgehog.” “ The hedgehog was playing”</p> <p>Children draw a picture of the hedgehog and write or paste the sentence underneath.( choose one option below)</p> <ol style="list-style-type: none"> <li>1. Write two sentences independently.</li> <li>2. Write one sentence independently.</li> <li>3. Cut and stick “ I can see a hedgehog?”/”I am a hedgehog”</li> </ol>
<b>Tuesday</b>	<p>Recap what the children remember about the hedgehog from the previous lesson. (TL) Oral Comprehension</p> <p>(WL) Rhyming words “day” and “way” – make new words with __ay endings</p>	<p>Select one option from below :</p> <ul style="list-style-type: none"> <li>• Write a list of _og words. Write a sentence with _og words</li> <li>• Write a list of _og words.</li> <li>• Write the word hog and dog and illustrate</li> </ul>
<b>Wednesday</b>	<p>(TL / WL) Cloze activity. Cover up the words – prickly, playing, and gentle. Can the children suggest alternative vocabulary? Read new sentences together to see if they make sense.</p> <p>Recite poem together and decide on appropriate actions.</p>	<p>Select one option from below :</p> <ul style="list-style-type: none"> <li>• Cloze activity – write missing word using a word bank</li> <li>• Cloze activity – write missing words</li> <li>• Cloze activity – cut and stick missing words</li> </ul>
<b>Thursday</b>	<p>(SL) Jumbled poem / jigsaw poem</p> <p>Cut poem into 4 parts – model rearranging parts to make sense.</p> <p>Sequence pictures in order to match sentences.</p> <p>Recite poem when rearranged (Whole Class)</p>	<ul style="list-style-type: none"> <li>• <i>Guided Reading written activity</i></li> </ul>
<b>Friday</b>	N/A	<p>Shared Writing</p> <ul style="list-style-type: none"> <li>• Build a character profile of a hedgehog by revisiting the brainstorm from previous lessons.</li> <li>• Write character profile Hedgehogs can ..... Hedgehogs have ..... Hedgehogs eat ..... etc.</li> </ul>

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**BIG BOOK PLAN** **Peace at Last**

Day	Reading	Writing
<b>Monday</b>	(TL)Discussion on the title of the book, front cover, back cover and spine. Let's look at the pictures – what time of day is it? How were the bears feeling? Getting ready for bed / Bed time routine – sequence Sequence the story, ask children to help make a list of the places Mr Bear visited in order.	<ul style="list-style-type: none"> <li>• Sequence getting ready for bed – 4 pictures, write a simple sentence to match for each picture.</li> <li>• Sequence getting ready for bed – 4 pictures with sentences included to match</li> <li>• Sequence getting ready for bed – 4 pictures.</li> </ul>
<b>Tuesday</b>	(TL)Recap what the children remember from yesterdays reading of the story. Sequence the rooms that Mr. Bear visited. (SL)Speech bubbles – animal sounds heard in the story written in speech bubbles. (WL)Alternative sentence for “I can’t stand this” children make suggestions.	<p>Sentence writing activity</p> <ol style="list-style-type: none"> <li>1. Write 3 independent sentences</li> <li>2. Write 2 independent sentence</li> <li>3. Write an “I can see” sentence with independence</li> </ol>
<b>Wednesday</b>	(TL)Discuss favourite parts of the story. (SL)Joining word – and – discuss how it’s used... (WL)- ing words, falling snoring, sleeping, going, dripping, shining	<p>Story Plot</p> <p>Choose the favourite parts of the story and create a class graph</p> <ol style="list-style-type: none"> <li>1. Complete graph and answer 2 questions</li> <li>2. Complete graph and answer 1 question</li> <li>3. Complete graph</li> </ol>
<b>Thursday</b>	(WL)Look at words in capital letters. (SL)Look at punctuation at the end of sentences. (Full Stop)	<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	<p><b>Shared writing.</b></p> <p>Write a recipe for a good nights sleep Discuss things we need in order to have a good nights sleep e.g.</p> <ul style="list-style-type: none"> <li>• A cosy bed, hot water bottle, teddy, a warm drink etc.</li> </ul>

**BIG BOOK PLAN One Snowy Night**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	<p>(TL) Look at the title of the story. What do you think the story is about? Read the story to the class demonstrating correct reading behaviour using a pointer.</p> <p>(WL) Highlight compound words in the text – outside, snowflakes, somebody, someone, floorboards, everyone. Can we make more compound words? Children’s contributions may include: anyone, cupboard, cannot, inside, nobody.</p>	<ul style="list-style-type: none"> <li>• Compound words colour and match – 6 words Snowflake, outside, anyone, floorboards, everybody, cannot. Write 2 sentences using compound words.</li> <li>• Compound words colour and match – 6 words Snowflake, outside, anyone, floorboards, everybody, cannot. Write 1 sentence using compound words.</li> <li>• Compound words colour and match – 3 words Snowflake, outside, anyone.</li> </ul>
<b>Tuesday</b>	<p>(SL) Punctuation – look at full stops, exclamation marks and commas.</p> <p>(TL) Character building. Percy – What does the story tell us about the kind of person Percy is? Model collecting information from the text under the following headings: Name, lives, works, likes, wears, friends.</p>	<ul style="list-style-type: none"> <li>• Character building – Cloze Procedure (word bank) and write 2 sentences.</li> <li>• Character building – Cloze Procedure (word bank) and write 1 sentence.</li> <li>• Character building – match picture with headings - Name, lives, wears, friends.</li> </ul>
<b>Wednesday</b>	<p>(SL, WL, TL) Model Writing frame for book report. Discuss headings for each section: title, author, illustrator, storyline, favourite part.</p> <p>(WL) Look at the word “snow” children suggest rhyming words. Individual children write suggestions on whiteboard using linguistic phonic cues.</p>	<p>Sequencing the story</p> <ul style="list-style-type: none"> <li>• Sequence story (4 pictures) Write simple sentences to match each picture</li> <li>• Sequence story and sentences (4 pictures with sentences)</li> <li>• Sequence story – Sequence story (4 pictures).</li> </ul>
<b>Thursday</b>	<p>(TL) Let us remember all the animals that came to visit Percy’s hut on the snowy night. Read the book together</p> <p>(WL) Find the names of the animals in the text. Make a list of the animals</p>	<p><i>Guided Reading Activity</i></p>
<b>Friday</b>	<p>N/A</p>	<p>Shared Writing</p> <p>Design and make a thank you card for Percy from all the animals.</p>

## BIG BOOK PLAN This is the Bear and the Scary Night

Day	Reading	Writing
<b>Monday</b>	Discuss the cover, title, author and illustrator. Predict what the story might be about. Read the story is this a good title for the story? (WL) Find “oo” words in the text – look around the classroom can we find other “oo” words?	Independent sentences retelling story <ul style="list-style-type: none"> <li>• 3 sentences using word bank</li> <li>• 2 sentences with scaffolded support</li> <li>• 1 sentence with support</li> </ul>
<b>Tuesday</b>	Re-read the story. (WL) –ed words in the story – explain how these words are made from simple familiar words e.g. look, add. Add –ed to a selection of words using magnetic letters. Look at the cover again and discuss what information is on a book cover	Make a book cover for the story. Choose an option from below <ul style="list-style-type: none"> <li>• Pupils should include illustration and title and author /</li> <li>• illustrator, spine information</li> <li>• Pupils should include illustration and title and author /Illustrator</li> <li>• Pupils should include illustration and title.</li> </ul>
<b>Wednesday</b>	Locate speech bubbles in the book. Question and answer time. What is each character saying. Look at the size of the print and exclamation marks. Talk about how the bear felt. Generate some words for a wordbank	Write a postcard from the bear when he was left in the park Design picture in color pencil/crayon <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> </ul>
<b>Thursday</b>	Look at the rhyming vocabulary in the text. Note that rhyming pairs do not have the same endings e.g. – bear/chair Revise an, it, at, un, ot word families (choose appropriate word family depending on class) Look at the order of events in the story – discuss differences between day and night.	<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	Shared Writing Beginning, middle and end of the story Use a writing frame Children help to write familiar words to retell the story.