

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

Area of Learning: Literacy: Talking and Listening

Year Group: 2

Date: Autumn 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"> Listen to and take part in discussions, explanations, role plays and presentations. Contribute comments, ask questions, and respond to others' points of view. Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary. Structure talk so that ideas can be understood by others. Speak clearly and adapt ways of speaking to audience and situation. Use non-verbal methods to express ideas and engage with the listener. 	<ul style="list-style-type: none"> Participate in T & L across all curricular areas Listen attentively to a range of stimuli e.g music, rhymes, counting rhymes Talk and express their ideas through role play e.g The Enormous Watermelon; Health Centre role play area retell stories, events or personal experiences in sequence with reasonable detail; listen to and respond increasingly complex instructions. Ask and answer questions to give information and demonstrate understanding; understand and use social conventions in conversations and pupil initiated interactions; Listening in class to the teacher and their peers. Listen for increased periods of time. Listen and respond remembering specific points. Talk with others in small groups or pairs. Speak audibly to be heard and understood. 	<p>COMET File and resources. Linguistic Phonics file Visual listening cue cards</p> <p><u>Big Books</u></p> <ul style="list-style-type: none"> The Enormous Watermelon Mr. Beekman's Deli The Witches of Halloween Meanies The Hungry Giant's Soup A Day in the life of Harold the Doctor <p>Books: Library Oxford ReadingTree Shared reading books</p> <p>iPad apps: Spingo 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 (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>
<p>Evaluation:</p>			

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

Area of Learning: Literacy: Reading

Year Group: 2

Date: Autumn 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"> • read a range of texts with some independence • know how to handle and care for books; • find select and use information from a range of sources <p>Shared Reading</p> <ul style="list-style-type: none"> • browse and choose books for a specific purpose. • share a range of books with adults/other pupils; <p>Big Books</p> <ul style="list-style-type: none"> • develop concepts of print; • sequence stories in reasonable detail using appropriate language; • understand and use some language associated with books; • use evidence from text to explain opinions <p>Reading Scheme</p> <ul style="list-style-type: none"> • use word structure to develop reading; ; • begin to read with increasing expression and fluency in response to print variations and punctuation; 	<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 Weekly focus on developing a reading strategy during guided reading sessions.</p>	<ul style="list-style-type: none"> • Oxford Reading Tree Scheme Levels 1 & 2 • Supplemented by All Aboard and Alpha Kids where necessary <p><u>Big Books</u></p> <ul style="list-style-type: none"> • The Enormous Watermelon • Mr. Beekman’s Deli • The Witches of Halloween (poem) • Meanies • The Hungry Giant’s Soup • A Day in the life of Harold the Doctor <ul style="list-style-type: none"> • Selection of shared reading books <ul style="list-style-type: none"> • Library books • Linguistic Phonics • Frequency word sets • Word Sort flipcharts • Morning flipchart • Bug Club • ICT Websites • iPad Apps • WALT Board • Task Board • Reading strategy cue cards • COMET/PIPS 	<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 PIPS</p>

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<ul style="list-style-type: none"> • understand and explore ideas events and features in texts <p>Linguistic Phonics</p> <ul style="list-style-type: none"> • develop auditory discrimination and memory; • develop visual discrimination and memory; • understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness); <p>Other/Independent Reading Activities</p> <ul style="list-style-type: none"> • select and use books for specific purposes; • read on sight, some words in a range of meaningful contexts, including environmental print • Use a range of strategies to read with increasing independence 	<p>Linguistic Phonics taught daily Morning Flipchart for daily practice Stage 1 Linguistic Phonics (CVC) Stage 2 Linguistic Phonics (CVCC)</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 Autumn 1

Area of Learning: Literacy: Writing Year Group: 2

Date: Autumn 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"> • develop writing skills through modelled, shared and guided writing sessions • talk about, plan and edit work • communicate information, meaning, feelings, imaginings and ideas in a clear and organised way • develop, express and present ideas in a variety of forms and formats using traditional and digital resources for different audiences and purposes • write with increasing accuracy and proficiency 	<p>With Teacher modelling, pupils will:</p> <ul style="list-style-type: none"> • talk about, plan, and edit their work • write simple sentences <p>Focusing on:</p> <ul style="list-style-type: none"> • spacing • capital letter at the beginning • full stop/question mark • structure of a sentence/phrase <p>Pupils will attempt to:</p> <ul style="list-style-type: none"> • write and spell familiar words correctly, using phonic skills • write interactive sentences based on linguistic phonics <p>Pupils will engage in discussion focused on producing a shared written text based on weekly Big Book</p> <p>Handwriting activities</p> <p>Use a comfortable and efficient pencil grip</p> <p>Form lower case letters correctly through daily practice</p>	<p>Range of writing tools</p> <p>Whiteboards and markers</p> <p>Big Books</p> <ul style="list-style-type: none"> • The Enormous Watermelon • Mr. Beekman’s Deli • The Witches of Halloween (poem) • Meanies • The Hungry Giant’s Soup • A Day in the life of Harold the Doctor <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 Nelson Handwriting Book 1</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 Hungry Giant's Soup

Day	Reading	Writing
Monday	(TL) look at the cover. Who is on the cover? Discuss cover and spine. Where is the giant sitting? Look out of the giant's window. What do you see? Let's look at the pictures together. Children predict what is happening? Where is the giant running? What do you think he has in his hand? – Children offer suggestions – tell them it is a “bommy knocker” Discuss feelings – What is the giant feeling? How are the people feeling? Read and model correct reading behaviour. (SL) Look at exclamation marks in the story. Why do we use them?	Teacher models the sentences - “I can see a giant.” “ The giant was hungry” Children draw a picture of the giant and write or paste the sentence underneath. (Choose an option below) 1. Write two sentences independently 2. Write one sentence independently 3. Cut and stick “ I can see a giant”
Tuesday	(TL) Recap on story. What do you remember about the giant? Reading with expression – groups of children read different parts e.g. – giant, people, children	1. Sequence story (4 pictures with sentences) write an independent sentence underneath 2. Sequence story (4 pictures with words) Write a scaffolded sentence underneath 3. Sequence story (4 pictures)
Wednesday	(TL / WL) Talk about the things that were put into the soup. What would you put into your soup? What do you call this? – a recipe. Make a list of items to put into the soup	Write a recipe for the soup 1. Write 3 ingredients 2. Cut and stick 3 ingredients (words) 3. Cut and stick 3 ingredients (pictures)
Thursday	(SL) Speech marks. Highlight the use of speech marks in the text; describe their use to the class. Demonstrate how we can use the text within the speech (TL) Using acetate covers draw speech bubbles from the giant's mouth. Children suggest what the giant is saying by reading text aloud.	<i>Guided Reading written activity</i>
Friday	N/A	Shared T&L and Writing <ul style="list-style-type: none"> • Lets think about the giant and how he might have felt • Make a Funny Movie Maker from the giant's perspective

BIG BOOK PLAN The Witches of Halloween – Poem

Day	Reading	Writing
Monday	Talk about Halloween, witches etc. Read the poem pointing and demonstrating correct reading behaviour. (WL) Look at “w” words in the poem – model making a list. (SL) Look at capital letters and full stops. (TL) Discuss the concept of a poem – rhyming words, short lines etc.	Sequence pictures of one of the witches getting dressed for a Halloween party. 1. Sequence & Write one sentences independently 2. Sequence & Write a scaffolded sentence 3. Sequence the pictures
Tuesday	(TL) Recap and re-read the poem. (SL) Generate a helping word bank with the children for use in their postcard	Use Postcard/Color Pencil to make a witch postcard 1) Independently using helping word 2) With adult support 3) Picture with the title “a witch”
Wednesday	(TL) Recap and re-read the poem. (WL) Children suggest adjectives to describe the witches. Teacher makes a list on the whiteboard. (TL) Children dramatise the poem in small groups / pairs. Discuss words in the poem that has informed their decisions.	Continue with iPad activity and redraft, share with the rest of the class and email to teacher and parent (with support)
Thursday	(TL) Recap and re-read the poem. (SL) Look at the repetition of lines within the poem – We’re the witches of Halloween. (TL) Do you remember the words used in the poem to describe the witches? Split the class in two take turns to read alternate lines.	<i>Guided reading activity</i>
Friday	N/A	Shared Writing Let’s write a funny spell together – invite children to illustrate writing.

BIG BOOK PLAN The Meanies

Day	Reading	Writing
Monday	(TL) Look at the cover. Who are these people? Discuss the front cover, back cover and the spine. Let's look at the pictures together. What things are the meanies doing in the story? Read story to class with a pointer to demonstrate correct reading behaviour – children can quickly join in with this repetitive story. (SL) What comes at the end of each sentence? (Question marks)	Children draw a picture of a meanie doing something nasty. Write or paste the sentence underneath.(choose one option below) <ol style="list-style-type: none"> 1. Write 2 sentences independently. 2. Write the sentence independently. 3. Cut and stick “ I am a Meanie”
Tuesday	(TL) Recap what the children remember about the Meanies from the previous lesson. Oral Comprehension (WL) Concentrate on words “tins” and “bins” – Children suggest rhyming words – make on whiteboard using magnetic letters.	Select one option from below : <ol style="list-style-type: none"> 1. Write a list of _in words. Write a sentence with _in words 2. Write a list of _in words. 3. Matching initial letter sounds for _in words
Wednesday	(TL / WL) Can you think of some words that would describe the Meanies – lazy, smelly, dirty etc? (SL) Look at the repetition within 1 sentence – 3 commas and 1 full stop. Can we remember them? Can we make a new one?	<ol style="list-style-type: none"> 1. Missing Word activity with independent sentence and picture 2. Missing Word activity with picture 3. Choose the correct word to complete 1 sentence
Thursday	(WL) Looking at the word – “that” Make new “at” words using magnetic letters – at, bat, cat, fat, hat, mat, pat, rat, sat. Highlight that the word “what” ends in _at but it sounds differently form the other endings. (TL) That was your favourite part of the story.	<i>Guided Reading written activity</i>
Friday	N/A	Shared Writing Think of other mean things that a Meanie could do. Model correct sentence construction and letter formation. Invite a group of children to illustrate our new story.

BIG BOOK PLAN The Enormous Watermelon

Day	Reading	Writing
Monday	(TL) Discuss the title. The meaning of the word enormous. Look at the illustration on the cover. What does a watermelon look like? – Can we use describing words? Read story to class with a pointer to demonstrate correct reading behaviour (SL) Children can quickly join in with this repetitive story. Concentrate on sentence “ She pulled and pulled”	Children draw a picture of their favourite character pulling the watermelon. Write or paste the sentence underneath.(choose one option below) <ol style="list-style-type: none"> 1. Write the sentence independently. 2. Write a sentence with scaffolded support 3. Cut and stick sentence
Tuesday	(TL) Recap on the story – Name the characters – can you name them as we meet them in the story. (WL) Concentrate on words “big” – Children suggest rhyming words – make on whiteboard using magnetic letters.	Select one option from below : <ol style="list-style-type: none"> 1. Write a list of _ig words. Invite the children to write a sentence with “_ig” words in it. 2. Write a list of _ig words and illustrate 3. Write the word “big” and illustrate.
Wednesday	(TL) Cloze procedure – missing words concentrating on the title and page 1 and 2. (SL) Speech Marks – when someone is talking - page2 and page 6, What do we notice about the print in the text.	Using pictures: <ol style="list-style-type: none"> 1. Sequence the story with and independent sentence 2. Sequence the story with a scaffolded sentence 3. Sequence the story
Thursday	(TL) Class discussion on writing frames (SL) Children suggest the ending for the final box in this frame. <ol style="list-style-type: none"> 1. Old Mother Hubbard planted the seed. 2. The seed grew and grew. 3. Everybody pulled and pulled 4. ????? 	<i>Guided Reading written activity</i>
Friday	N/A	Shared Talking & Listening and Writing Discuss the story from the perspective of the watermelon; use Funny Movie Maker to make a movie of the watermelon story

BIG BOOK PLAN

Mr Beekman's Deli

Day	Reading	Writing
Monday	Look at the cover / title. What is a deli? (short for delicatessen) Name the food in the shop window. Look – Can you see a little mouse in the picture? What is it doing? Why do you think that Mr Beekman does not want a mouse in his shop? (TL) Read the book. Look carefully at the illustrations. Why do you think the writing is written in such a way on the pictures? (Path the mouse takes in the story) (SL) Compare speech bubbles and the words with speech marks in the text.	Make a mouse with a muffin using card and other scrap materials Write or paste the sentence underneath: <i>The mouse ran in, or, I can see a mouse.</i> <ol style="list-style-type: none"> 1. Write the sentence independently. 2. Write a sentence with scaffolded support 3. Cut and stick sentence
Tuesday	(TL) Recap and re-read the story. Focus on the different signs and labels in the shop. (WL) Concentrate on words “ran” – Children suggest rhyming words – make on whiteboard using magnetic letters.	Select one option from below : <ol style="list-style-type: none"> 1. Write a list of _an words. Invite the children to write a sentence with “_an” words in it. 2. Write a list of _an words and illustrate 3. Matching picture with word
Wednesday	(TL) Recap and re-read the story. (WL) Children discuss what food in the book they like and dislike. (Take opportunity at topic time to taste some of these foods)	<ol style="list-style-type: none"> 1. Sequence story (4 pictures with sentences) write an independent sentence underneath 2. Sequence story (4 pictures with words) Write a scaffolded sentence underneath 3. Sequence story (4 pictures)
Thursday	(TL) Recap and re-read the story. (WL) Children name other types of shops. E.g. chemist, supermarket, newsagents etc. (TL) Locate various foods in the deli – discuss where these foods come from – milk /cows, eggs / hens etc.	<p style="text-align: center;"><i>Guided Reading written activity</i></p>
Friday	N/A	Shared Writing Make a class ebook of the story. Record narrations and use illustrations that the children have drawn.

BIG BOOK PLAN A Day in the life of Doctor of Harold the doctor

	Reading	Writing
Monday	<p>(TL) Look at the title of this story. Discussion about the titles of books and their function. Why is it important that a book has a title? Overview of story: Discuss front cover – is this a story or information book</p> <p>(WL) Highlight unfamiliar vocabulary. Read and model correct reading behaviour. After each page can the children remember the jobs the doctor did?</p>	<p>Labelling the parts of the body</p> <ol style="list-style-type: none"> 1. Read all labels & label all parts. Write a simple sentence under. 2. Read all labels & label all parts. 3. Label 4 main body parts (head, body, leg, arm)
Tuesday	<p>(TL) Revisit the story – Oral comprehension – what tasks did Harold complete? Who else worked in the surgery? What tools would they use?</p> <p>With the children create a list of jobs people do and which tools they might use. E.g. a painter uses a paint brush, a shopkeeper uses a till etc.</p>	<p>What tools does the doctor use? Cut and stick the correct instruments into the doctors bag</p> <ol style="list-style-type: none"> 1. C&S with an independent sentence e.g. The doctor has a bag. 2. C&S with scaffolded sentence. 3. Cut and stick activity
Wednesday	<p>(TL) Revisit the story and talk about Harold’s day. What tasks did he carry out? Put them in order. What tasks do the children do each day? Put these in order</p>	<p>Sequence “My Day “ pictures</p> <ol style="list-style-type: none"> 1. Sequence 6 pictures 2. Sequence 4 pictures 3. Sequence 3 pictures
Thursday	<p>(TL) Talk about other professions and what tools people might use in their jobs. Discuss the baby clinic and what activities are carried out there – link to role play area</p>	<p><i>Guided Reading written activity</i></p>
Friday	<p>N/A</p>	<p>Shared writing Write a doctor’s prescription</p>