

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

Area of Learning: Literacy: Talking and Listening

Year Group: 2

Date: Spring 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 Garden Centre, spring small world play, taking on the role of someone else</li> <li>• Character hot seating linked to Big Book activities</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><u>Big Books</u></p> <ul style="list-style-type: none"> <li>• Sonny's wonderful wellies</li> <li>• The Little Red Hen</li> <li>• Springtime Rock and Roll</li> <li>• Animals talk too</li> <li>• Frogs (iBook)</li> <li>• Doing the Animal Bop</li> </ul> <p><b>Books:</b> Library Oxford Reading Tree/Alphakids/All Aboard Shared reading books</p> <p>iPad apps: Spingo, 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>Look what I can do Target books</p>
<p>Evaluation:</p>			

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

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</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 - 4</li> <li>• Supplemented by Alpha Kids/All Aboard (non-fiction) where necessary</li> <li>• <u>Big Books</u></li> <li>• Sonny's wonderful wellies</li> <li>• The Little Red Hen</li> <li>• Springtime Rock and Roll</li> <li>• Animals talk too</li> <li>• Frogs (iBook)</li> <li>• Doing the Animal Bop</li> <li>• Selection of shared reading books</li> <li>• Library books</li> <li>• Linguistic Phonics</li> <li>• Word Sort flipcharts</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> </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>Weekly Reading comprehension activity to improve reading independence</p>

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

<p>and punctuation;</p> <ul style="list-style-type: none"> <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><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 5 Linguistic Phonics e/ee/ea/y ai/ay/a/a-e a/al/au/aw oo/o/ue/ew ea/e Weekly word sort activities</p> <p><b>Group 2:</b> Stage 2 Linguistic Phonics (CVCC, CCVC) Weekly CVCC/ CCVC Activities</p> <p>Reading words on display in classroom as appropriate</p> <p>Weekly Reading comprehension activity to improve reading independence</p>	<ul style="list-style-type: none"> <li>• Applecroft extension words</li> </ul>	
<p>Evaluation:</p>			

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

Area of Learning: Literacy: Writing Year Group: 2

Date: Spring 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 upper and lowercase letters with correct size, shape and orientation</p>	<p>Range of writing tools</p> <p>Whiteboards and markers</p> <p><u>Big Books</u></p> <ul style="list-style-type: none"> <li>• Sonny’s wonderful wellies</li> <li>• The Little Red Hen</li> <li>• Springtime Rock and Roll</li> <li>• Animals talk too</li> <li>• Frogs (iBook)</li> <li>• Doing the Animal Bop</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</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>			

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

**Big Book Plan**

**Springtime Rock and Roll**

Day	Reading	Writing
<b>Monday</b>	(TL) Look at the title of the story – what does it suggest? Look at the picture – What are the animals doing? Discuss the writer / illustrator. Read the story Whole class activity – Who is our favourite character make a large class graph. (WL) Look for –ing words in the story. Can you find the word stems ie. Singing = sing etc. (SL) Examine the use of exclamation marks.	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>	(TL) Look at how the story is written – Each character has his / her own page – if we were typing this story out on the computer we would use different paragraphs. (WL) Describing words used to describe characters – lamb / wooly, ladybug / spotty etc. (SL) Consider the use of quotation marks in the story.	Write inside speech bubble to illustrate what the characters are saying. (Choose one option) <ul style="list-style-type: none"> <li>• Write a sentence inside 2 speech bubbles.</li> <li>• Write a sentence inside 1 speech bubble.</li> <li>• Cut and stick sentence</li> </ul>
<b>Wednesday</b>	(TL) talk about the noises the animals make (WL) word build some of the animal sounds on the IWB to use during Pic collage activity	Using Pic Collage make a poster of what the animals sing <ul style="list-style-type: none"> <li>• Draw 4 animals and write what they sing e.g. moo, croak, baa</li> <li>• Draw 3 animals and write what they sing</li> <li>• Draw 2 animals and write what they sing</li> </ul>
<b>Thursday</b>	(SL) revise discussions about commas. Full stops, exclamation marks. (WL) Read the alphabet / sound pictures in order. Refer to the list of characters in the story and demonstrate how to put this list into alphabetical order.	<i>Guided reading activity</i>
<b>Friday</b>	N/A	Shared Writing Make up a new verse for the song “Springtime rock and soul” Sing this new verse together – invite children to illustrate writing.

**BIG BOOK PLAN**

**Animals Talk Too – Non Fiction**

Day	Reading	Writing
<b>Monday</b>	(TL) Read through the book. Is this book different from others? Tell the children about this factual book. Let's look at the contents page. What can we find out on page 10 etc? (WL) What sounds did the different animals make?	<ul style="list-style-type: none"> <li>• Draw three animals and write a sentence about the sounds animals make. E.g. A cow moos. A hen clucks. A duck quacks.</li> <li>• Draw two animals and write a sentence about the sounds animals make. E.g. A cow moos. A hen clucks.</li> <li>• Draw an animal and write a sentence about the sounds animals make. E.g. A cow moos.</li> </ul>
<b>Tuesday</b>	(TL) Recap on communicating by using sounds. Children match sounds to animals. Discuss some of the animal facts from the story. Do the children know other animal facts? Use internet to search for more facts. Model fact file for children	Animal fact file <ul style="list-style-type: none"> <li>• Write 2 facts about one of the animals in the story. Draw a picture</li> <li>• Write a fact about one of the animals in the story. Draw a picture</li> <li>• Write 1 fact "My animal can.... "</li> </ul>
<b>Wednesday</b>	(TL) Concentrating on talking by scent page 12 / 13. What is scent? Question the children on the reason for each animal leaving a scent. E.g. Baby animals smell their mum when they are born. (SL) Let's look at sentences with speech marks.	Select one option from below : Match Animals and their young. <ul style="list-style-type: none"> <li>• Match dog / puppy, cat / kitten, sheep / lamb, cow / calf; Write animal names ( words included on sheet )</li> <li>• Match dog / puppy, cat / kitten, sheep / lamb Write animal names ( words included on sheet )</li> <li>• Match dog / puppy and cat / kitten</li> </ul>
<b>Thursday</b>	(WL) Make a list of animals in the book. (SL) Put the animal's names in alphabetical order.	<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	Shared Writing Describe favourite animal from book Or Design a wanted poster or advertise the zoo

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

**BIG BOOK PLAN The Little Red Hen**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	<p>(TL) Look at the cover of the book. Can you tell me what it is about? Look at the characters pages 1 – 3. Describe the characters. Read the story.</p> <p>(SL) Locate question marks in the story.</p> <p>(WL) Look at words in the text. Substitute word for “said” ie. replied, answered ted.</p>	<ul style="list-style-type: none"> <li>• Jumbled sentences more difficult to complete the story</li> <li>• Jumbled sentences</li> <li>• Jumbled sentences with simple starters</li> </ul>
<b>Tuesday</b>	<p>(TL) Recall the story. Can you remember all the characters. What did the little red hen do?</p> <p>(SL) Using a big book overlay – demonstrate how to extract writing and insert it into a speech bubble.</p> <p>(WL) Think of words to describe the cat, duck and pig. Children suggest sound pictures to write these words in a brainstorm</p>	<p>Write inside speech bubble to illustrate what the characters are saying. (Choose one option)</p> <ul style="list-style-type: none"> <li>• Write a sentence inside bubble. Write independent sentence</li> <li>• Write a sentence inside bubble.</li> <li>• Cut and stick sentence, copy under</li> </ul>
<b>Wednesday</b>	<p><b>(TL) Re read the story using animal voices to read animal parts ( use puppets if available)</b></p> <p><b>(WL) Hen ends with –en. Use magnetic letters to make more –en words</b></p> <p><b>(SL) Take a piece of plain text from the story and demonstrate how we put speech marks into the sentence. – “Not I,” said the duck.</b></p>	<p>Sequencing –</p> <ul style="list-style-type: none"> <li>• Sequence story (4 pictures) write independent sentence underneath each</li> <li>• Sequence story (4 pictures with words) write sentence under 2</li> <li>• Sequence story (4 pictures) read and match sentences under</li> </ul>
<b>Thursday</b>	<p>Put the sequence of events in order e.g. plant seeds, cut wheat, ground into flour etc.</p> <p>(WL) Rhyming words red / said note that they are spelt differently</p> <p>(SL) look at the use of capital letters in the story</p>	<ul style="list-style-type: none"> <li>• Guided reading Activities</li> </ul>
<b>Friday</b>	N/A	<p>Shared Writing</p> <p>Class discussion on the characters in the story. Choose a character from the story and write a character profile. I am _____. I like _____. I went _____. I eat _____. Etc. Or create a character profile block graph for favourite character</p>

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

**BIG BOOK PLAN Doing the Animal Bop**

<b>Day</b>	<b>Reading</b>	<b>Writing</b>
<b>Monday</b>	(TL) Read through the book. Is this book different from others? Tell the children about this rhyming book, look out for rhyming words throughout the story. (WL) What ways did the animals move? Make a list of these words	<ul style="list-style-type: none"> <li>• Draw 2 animals and write a sentence about how the animals move</li> <li>• Draw 1 animal and write a sentence about how the animal moves</li> <li>• Worksheet: matching how the animal moves</li> </ul>
<b>Tuesday</b>	(TL) Recap story. Children match movement to animals. Talk about which animals are nocturnal/diurnal. Make a list of these. .	Matching the animals to day or night <ul style="list-style-type: none"> <li>• Match, draw 2 more and write a sentence</li> <li>• Match &amp; draw 2 more</li> <li>• Match day or night labels to animals</li> </ul>
<b>Wednesday</b>	Discuss the animals in the book and how they move. Create a list of animals and their action from the story to be used by children during iPad activity	Using Pic Collage make a poster of how the animals move <ul style="list-style-type: none"> <li>• Draw 4 animals and write their moving action word</li> <li>• Draw 3 animals and write their moving action word</li> <li>• Draw 2 animals and write their moving action word</li> </ul>
<b>Thursday</b>	(TL) Concentration on talking by touch questions and answers. (WL) Make a list of animals in the book. (SL) Put the animal's names in alphabetical order.	<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	Shared Writing Describe favourite animal from book  <b>Or</b> Design a wanted poster or advertise the zoo

**BIG BOOK PLAN**

**The Life Cycle of a Frog**

Day	Reading	Writing
<b>Monday</b>	(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 (WL) Highlight unfamiliar vocabulary. Read and model correct reading behaviour. After each page can the children remember the stages of the life cycle?	Writing about the stages of a frog’s life cycle <ul style="list-style-type: none"> <li>• Writing about the stages independently</li> <li>• Writing about the stages using a word bank</li> <li>• Writing about the 4 stages with support in a simplified format. E.g. It is a ....</li> </ul>
<b>Tuesday</b>	Reread text with class, encouraging them to join in.  Recall the stages of the life cycle of the frog. Do the children know of any other creature which changes/morphs during its life time e.g. caterpillar	Make a factual iBook about the lifecycle of the frog. Use color pencil to make 4 illustrations <ul style="list-style-type: none"> <li>• Use illustrations and add some text and narrations independently</li> <li>• Use illustrations and add some text and narrations with support</li> <li>• Use illustrations and add narrations with support</li> </ul>
<b>Wednesday</b>	Reread text. Look at the word frog. Generate rhyming words which rhyme with frog	<ul style="list-style-type: none"> <li>• Continue with iBook</li> </ul>
<b>Thursday</b>		<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	Make a class fact file about frogs

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

**BIG BOOK PLAN Sonny's Wonderful Wellies**

Day	Reading	Writing
<b>Monday</b>	(TL) Introduce the book, discuss the illustrations and predict the storyline. Look at the back cover and read the blurb – discuss the function of the blurb – What does it tell us about the story. (SL) Look at the use of speech marks in the text. Demonstrate with plain text – put marks in. (WL) ing word ending – splashing, stamping, raining etc.	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) Re-read the text together – take this opportunity to discuss appropriate language associated with books – title, author, cover, illustrator, blurb. (SL) Look at the use of apostrophes – explain their use – didn't wasn't, doesn't (WL) Use magnetic letters to explore the word “grandma” Can we find small words inside?	Missing words activity <ul style="list-style-type: none"> <li>• Complete sentences – choose correct spelling of word from list</li> <li>• Complete sentences with word bank</li> <li>• Complete sentences with helping words (simplified)</li> </ul>
<b>Wednesday</b>	Look at the settings in the story. (TL) hall, living room, kitchen, garden, bedroom, play park – Read what Sonny did in each room. (SL) on the whiteboard jumble sentences from the text. Invite children to come up and put sentences in order. (WL) Compound words – anyway, lunchtime, playgroup.	Unjumble the sentences <ul style="list-style-type: none"> <li>• 4 jumbled sentences</li> <li>• 3 jumbled sentences</li> <li>• Cut and stick – “Sonny went out in his boots”</li> </ul>
<b>Thursday</b>	(WL)Cover key words in the story – gave, went, had, wore, wanted, in Children give words that will fit in the cloze (TL) Read story together – children reading phrases spoken by sunny, Children tell the ending of the story in their own words.	<i>Guided Reading Activity</i>
<b>Friday</b>	N/A	Shared Writing Using a writing frame write about the things we do indoors, outdoors. What would you wear on a rainy day? OR Write different ending to the story