

Year 2 Medium Term plan 2023-2024

Week	Unit	Book	Outcome	Writing Focus	Grammar & Punctuation
1	SPAG	N/A	N/A		Capital letters Full stops Third person Present tense
2	Fiction	Silly Billy	Character description Re-tell	Emotive vocabulary Adjectives Adverbs	
3					
4	Fiction	Operation night monster	Comparison Re-tell		
5					
6	BHM	BH significant person Craig David	Non – Fiction Fact-file	Short burst writing	Different sentence types Question marks Exclamation marks Apostrophe
7					
Half term					
1	Fiction	The lion and the unicorn	Character description Setting description	Narrative	First person Emotive language
2					
3					
4	Non-fiction	Remembrance – soldiers from the Commonwealth	Information text	Factual writing	Different sentence types Commas in lists Time conjunctions

5	Poetry	Rhythm Rhyme pattern	<p>Analyse and respond to existing poems.</p> <p>Identify patterns, rhythm and rhyme.</p> <p>Perform a poem</p>	Interpret and write about their favourite verse in a poem.	Senses
6					
7	Non-fiction	Trip recount	Recount	Narrative about the experiences of others	First person Emotive language
8					

	NC Speaking & Listening	NC Reading	NC Writing
Fiction	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing their favourite words and phrases - understand both the books that they can already read accurately and fluently and those that they listen to by: 	<p>Writing - composition:</p> <ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes - consider what they are going to write before beginning by:

	<ul style="list-style-type: none"> - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. 	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <ul style="list-style-type: none"> - make simple additions, revisions and corrections to their own writing by: <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>- read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Writing - vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p>
Non-fiction	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-</p>	<p>Writing - composition:</p> <ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: <p>writing for different purposes</p>

	<ul style="list-style-type: none"> - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. 	<p>fiction at a level beyond that at which they can read independently being introduced to non-fiction books that are structured in different ways</p> <ul style="list-style-type: none"> - understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> - consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing - vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Poetry	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - articulate and justify answers, arguments and opinions 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non- 	<p>Writing - composition:</p> <ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: writing for different purposes

	<ul style="list-style-type: none"> - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. 	<p>fiction at a level beyond that at which they can read independently</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> - understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done - answering and asking questions - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> - consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary - make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing - vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form
--	--	--	---