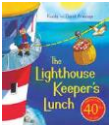


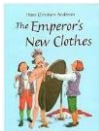
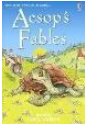












Brierley English Medium Term Plan: Year 2 2024-2025

Year 2 reading spine				
Narrative	Classics	Drop-and-read texts	Poems and rhymes	Additional texts available
 The Lighthouse Keeper's Lunch (Ronda Armitage) The Three Little Wolves and the Big Bad Pig   The Last Wolf by Mini Grey	 The Emperor's New Clothes Aesop's Fables 	 George's Marvellous Medicine by Roald Dahl Charlotte's Web by E.B. White   The Owl Who Was Afraid of the Dark by Jill Tomlinson	Poems by Kit Wright Riddles When we Were Very Young (A.A Milne) 	 The Flower by John Light  Grandad's Secret Giant by David Litchfield  Dragon Machine by Helen Ward  The True Story of the Three Little Pigs by Jon Scieszka

	Block 1	Block 2	Block 3
Genre and final outcomes	1. Place value unit 2. Non-fiction: non-chronological report about a topic from last year (London) 3. Non-fiction: non-chronological report about a topic from this year (Crewe) 4. Narrative: retell of part of a familiar story (based on the drop-and-read text 'George's Marvellous Medicine') Week 12 poetry: Poems by Kit Wright	1. Non-fiction: instructions 1: based on 'The Lighthouse Keeper's Lunch' (2 weeks) 2. Non-fiction: instructions 2: based on a DT project (2 weeks) 3. Narrative – 4 weeks: 2 pieces linked to drop-and-read (Charlotte's Web) 4. Non-fiction: recount: in the form of a letter, linked to a real-life experience (2 weeks) 5. Non-fiction: recount 2: based on a trip (1 week) Week 12 poetry: Riddles (including writing own)	1.Non-fiction: diary 1: linked to 'The Three Little Wolves and the Big Bad Pig' 2.Non-fiction: diary 2: linked to 'The Three Little Wolves and the Big Bad Pig (different character focus) 3.Non-fiction: recount about a real-life experience 4.Narrative: character description and retell (based on the drop-and-read text 'The Owl who was Afraid of the Dark' Week 12 poetry: 'When we were Very Young' by A.A. Milne

Reading	Use reading within English lessons to build up an understanding of a text type by focusing on text type, language, features, layout, person, tone, purpose and audience. Use these sessions to make links between author intent and making choices as an author when writing. Remember to include a hook and have a clear purpose for writing. Working walls should be used to build up language throughout the unit.		
	Set texts Examples of non-chronological reports Poetry: Poems to perform (focus poet: Kit Wright e.g. 'The Magic Box') (useful links CLPE and Kit Wright - Children's Poetry Archive)	Set texts: Examples of instructions The Lighthouse Keeper's Lunch by Ronda Armitage Charlotte's Web by E.B. White Examples of letters Examples of recounts Examples of riddles	Set texts: 'The Three Little Wolves and the Big Bad Pig' Examples of diaries Examples of letters Examples of recounts 'The Owl who was Afraid of the Dark'
Cross curricular Links	Instructions linked to a real event (could be DT)	Recount linked to trip/experience day based on history topic – the great fire of Nantwich	Diary retell linked to a real-life experience
Written units in detail	Block 1		
	1. Place Value of Punctuation and Grammar Unit (Grammarsaurus) (3 weeks) Three-weeks. Focused on children consolidating the basics of sentence structure and punctuation. 2. Non-fiction: non-chronological report (linked to curriculum - London) (2 weeks) Two-week unit. Children to understand the purpose, features, layout and language of a non-chronological report and write one linked to a topic they covered last year. Use this unit to apply the work on sentence structure, punctuation and grammar from the place value unit and continue to focus on subject and verb. Independent write: children to write a non-chronological report linked to London 3. Non-fiction: non-chronological report (linked to curriculum - Crewe) (2 weeks) Children to apply and consolidate their understanding of non-chronological reports in order to plan and write one linked to Crewe. Independent write: children to write a non-chronological report linked to Crewe 4. Narrative: retell of part of a known story linked to the drop-and-read text: 'George's Marvellous Medicine' (4 weeks, 2 pieces from one text) Four-week unit running until the end of week 11. Narrative writing linked to the drop-and-read text which has been covered in the half term up to now. Children to use expanded noun phrases to form descriptive sentences in order to retell a specific part of the story which they can orally retell before writing. As a class, story-map the whole story before focusing in on one part and practising orally rehearsing retelling it. Focus on basic sentence structure and consistent and accurate use of capital letters and full stops whilst beginning to use more ambitious vocabulary to describe. Independent writes: children to write a short retell of a specific part of their drop-and-read story 'George's Marvellous Medicine' Week 12: poetry focus (1 week) Poems to perform (focus poet: Kit Wright e.g. 'The Magic Box') (useful links CLPE and Kit Wright - Children's Poetry Archive) No hot task needed for this		
	SPaG to be covered in block 1		
	Consolidate the correct use of full stops, capital letters, exclamation marks and question marks Use different types of sentences: statements, questions, exclamations and commands Use apostrophes for contracted forms and the possessive (singular) Use expanded noun phrases to describe and specify [for example, the blue butterfly] (character description) Use simple organisational features (e.g. sub-headings) for example in the non-chronological report Begin to use a dictionary to check spellings		
	Block 2		
	1. Non-fiction: instructions 1: based on 'The Lighthouse Keeper's Lunch' (2 weeks) Children to be secure in the purpose, layout, features and language of instructional texts and practise writing sentences where they directly address the reader. Look at use of imperative verbs (bossy verbs) which can be extended through inclusion of adverbs. Children to have the opportunity to		

make or do something practically first, then talk about what they did and how they did it. Children to be secure in giving the instructions orally (use of photos and ordering and discussing the photos would help with this) before moving on to writing. Pick apart the different parts of instructions and practise writing bit-by-bit (e.g. introductory paragraph to hook the reader in and could include rhetorical questions, ordered steps which would include imperative verbs and adverbs and a closing paragraph which could include an exclamation). Children should recognise that they do not just have to write one simple sentence for each step and could include coordination and subordination.

Independent write: children to write a set of instructions on how to make a wrap for Mr Grinling (DT link)

2. Non-fiction: instructions 2: based on a DT project (2 weeks)

Children to apply and consolidate their understanding of instructional writing in order. Again, children should be able to orally retell something they have made before writing about it.

Independent write: to write a set of instructions about how to make a Christmas bauble (DT link)

3. Narrative – 4 weeks: 2 pieces linked to drop and read (Charlotte's Web)

This unit will be used to build on the narrative skills taught so far and continue to work on and apply SPaG taught so far. Continue to be more ambitious in their choice of vocabulary and story language and developing an awareness of the reader. Various speaking and listening opportunities will help with the retelling of this story, for example, role play, hot-seating characters, story-mapping, orally rehearsing part of the story and performing it, ordering pictures and using them to orally retell the story etc.

Independent write: children to retell part of a familiar story (drop-and-read text: Charlotte's Web) (or if confident enough, make a change to the original version)

Greater depth: children could change 1 or more element in the original story

4. Recount 1: linked to a real-life experience (2 weeks)

Use a real-life event/experience for children to base their writing on (for example, a classroom disaster!). Children to write a letter to recount what happened. Use photos to orally retell and describe what happened, building language and vocabulary linked to this before moving on to writing. Children to have a clear purpose of who they are writing to and why they are writing.

Independent write: children to write a letter to recount an event

Greater depth: children could have a go at writing a reply as an additional task

5. Recount 2: linked to trip to Nantwich (1 week)

Children to use their knowledge and understanding of recounts to write a recount about their trip. Children can look at photos of the trip and talk about what they did using time conjunctions (first, next, then, finally) (this could be story-mapped on the board, picking out the most important parts of the day). Children can talk about their favourite parts of the day before writing about them.

Independent write: children to write a recount about their trip

Week 12 poetry focus: riddles (1 week)

Allow children the time to write a riddle of their own (after reading and discussing them in reading sessions). Shared write sessions will help with this to practise writing riddles together. Children to have something to focus their riddles on (a whole class theme e.g. linked to an area of the curriculum or a familiar book) but this could be extended to allowing children to write a riddle about something of their choice. Children to have the opportunity to learn their riddle by heart and perform it (record performances). The riddles which children read can vary in layout etc but it may be more useful when writing them to stick to a more simple structure ('what am I?')

The following links may help: [Writing Riddles – Kenn Nesbitt's Poetry4kids.com](#), [Let's Explore Poets, Collections and Interviews | Children's Poetry Archive](#).)

Independent write: children to write a riddle of their own and perform it (this does not need to be ticked off as a hot task and can be written in English books)

SPaG to be covered in block 2

Consolidate from previous term (sentence types, punctuation . , ? !)

Begin to use commas for lists (e.g. when listing items in instructions)

Use the present and past tenses correctly and consistently including the progressive form (e.g. riddle writing lends itself to present progressive tense)

Use subordination (using when, if, that, or because)

Use co-ordination (using or, and, or but)

Use a dictionary to check spellings

Begin to include some speech (dialogue in the story, children need to be careful not to use too much speech or write entirely in speech and there is no expectation to punctuate speech until Year 3, although some more confident writers may be ready to do this).

Block 3

1.Non-fiction: diary 1: linked to 'The Three Wolves and the Big Bad Pig' (2 weeks) write as one of the wolves

Children to develop an understanding of diary writing, the purpose, style and language e.g. writing in first person, picking out key events for the reader and describing their thoughts and feelings by looking at and comparing different examples.

Independent write: children to write a first person diary linked to 'The Three Wolves and the Big Bad Pig'

Greater depth: children could write more than one extract from a different day

2.Non-fiction: diary 2: linked to 'The Three Wolves and the Big Bad Pig' (2 weeks) write as a different wolf or as the pig

Children to continue to develop their skill of diary writing. Choose a different character to write as than before.

Independent write: children to write a first person diary linked to 'The Three Wolves and the Big Bad Pig'

Greater depth: children could write more than one extract from a different day

3.Non-fiction: recount (and if time, a recount in the form of a letter) 3 weeks

Children to write about a real-life experience (e.g. a class trip or experience day) and apply their understanding of recounts from last term. Use photos and build up language to recap what the children did. Children should be able to talk confidently about what they did, what they learnt and their favourite parts before writing about them. Children may do one recount and/or a recount in the form of a letter to say thank you and detailing what they learnt and their favourite part (owl focus!)

Independent write: to write a recount about a real-life experience

4. Narrative: 4 weeks based on the drop-and-read text 'The Owl who was Afraid of the Dark' (2 pieces from one text - one to be a character description)

Children to build on their previous narrative skills and focus on - in addition to secure use of year 1 punctuation – using more ambitious vocabulary to describe (expanded noun phrases), using story language and extending sentences using co-ordinating conjunctions. The more confident writers should also use varied sentence openers. The children should be confident in using language to describe the main character of the story and should also be able to retell the story orally. Choose one part of the story to retell.

Independent write: two pieces from the same text (character description and another piece e.g. retell of part of the story)

Greater depth: children could choose a different character or part of the story to focus on. They may even write an alternative e.g. the frog who was afraid of water etc.

Week 12 poetry focus

Children to focus on poems from 'When we were Very Young' by A.A. Milne

No hot task piece needed for this

SPaG to be covered in block 3

Consistently use capital letters, full stops, question marks and exclamation marks correctly

Use expanded noun phrases with a developing awareness of the reader and more ambitious choices in vocabulary

Use coordination (and/or/but) and subordination (when/if/that/because)

Consistently use apostrophes for contractions and singular possession