



## Year 2 - Autumn 1 - English Medium-Term Plan

<b>Half-term plan for topic/book</b>		<i>Superheroes</i>		
<b>Book to read to the class</b>		<i>Superworm, Supertato, Superkid, Superhero Hotel. Eliot Midnight Superhero.</i>		
<b>Reading aims</b>		To be able to make sensible predictions based on clues To be able to answer retrieval questions and begin to answer inferential questions about a text.		
<b>Writing outcomes</b>		To be able to write a character description.		
<b>Year group: One</b>	<b>Reading: decoding and comprehension</b> <i>These can be oral outcomes. They do not have to be written</i>	<b>Writing: composition</b> <i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	<b>Writing: grammar, vocabulary and punctuation</b> <i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	<b>Writing transcription: spelling and handwriting</b> <i>Handwriting should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily</i>
1	<p>Answer questions about what is read to me, taking turns listening to others.</p> <p>Read a book in a group. Ask differentiated questions for each group.</p> <p>Weekly reading for meaning comprehension-differentiated.</p> <p>Look at book cover- can the children predict what the story might be about?</p>	<p>Create a character description of Supertato, organising the sentences into appearance, facts and personality.</p> <p>Shared writing- independent writing.</p> <p>Discuss with a teacher what has been written.</p> <p>Describe the main character in complete sentences.</p> <p>What can we see in the picture?</p>	<p>Attempt to write short sentences in meaningful contexts with phonically plausible attempts, beginning with a capital letter and ending in a full stop.. (LAP)</p> <p>Use noun phrases and begin to use expanded noun phrases to describe the main character.</p> <p>Describe different Superheroes using nouns, noun phrases and expanded noun phrases.</p> <p>Join sentences using different conjunctions. (MAP/HAP)</p>	<p>Handwriting – curly caterpillar letters throughout the week. c , a, o, d, g</p> <p>Identify children who are ready to begin joining their writing and model/ practice in phonics/ SPAG lessons.</p> <p>Begin to introduce Year 2 exception words- look at the first 10.</p> <p>Phonics/ SPAG - Phase 5 - ay, ou, ie, ea. oh, their, people.</p> <p>Compound words</p>

2	Weekly reading for meaning comprehension- LAP	<p>Plan and write our own story based on the characters of Supertato and Pea,</p> <p>Children complete a story mountain/ planning sheet.</p> <p>Use planning sheet to write a story with a beginning, middle and end.</p> <p>Create a wanted poster for Pea.</p>	<p>Conjunctions to extend sentences-</p> <p>LAP- and</p> <p>MAP- and, but, because</p> <p>HAP- and, but, because, so that, when.</p>	<p>Handwriting – ladder letters L, t, h, b, k</p> <p>Phonics / SPAG Phase 5 - oy, ir, ue, aw. Mr, Mrs, looked, called, asked.</p> <p>Different types of word/ job.</p>
3	<p>Superhero comprehension - support with reading text and questions for LAP (SHARED), MAP and HAP pupils to work I.</p> <p>Research a favourite Superhero in preparation for writing a report about her/ him.</p>	<p>Begin to plan Superhero non-chronological report.</p> <p>Make notes on planning sheet following research. Model- shared writing using notes to write a shared non-chronological report.</p>	<p>Revision of basic skills. Capital letters and full stops.</p> <p>Extending sentences with conjunctions.</p>	<p>Handwriting – robot arm letters r,n,m, p</p> <p>Phonics/ SPAG - Phase 5 - wh, ph, ew, oe, au, ey.</p> <p>Said, so, have, like.</p> <p>Different types of sentence/ punctuation e.g question mark, exclamation mark, full stop.</p>
4	Comprehension- Autumn based.	<p>. Continue with Superhero reports.</p> <p>Hot write-Pupils compose a non-chronological report under subheadings such as appearance, home/ habitat, special powers, enemies.</p>	<p>Revision of basic skills. Capital letters and full stops.</p> <p>Extending sentences with conjunctions</p>	<p>Handwriting – descenders g, y, p</p> <p>Phonics/ SPAG – Phase 5 - a_e, e_e, i_e, o_e, u_e. Some, come, were, there. Changes of tense.</p>

5	<p>Look at successful instructions. Identify the key features.</p> <p>Shared reading- ask inferential questions.</p> <p>Say likes and dislikes about a book.</p> <p>Comprehension activity</p> <p>Read Superworm.</p> <p>Look at successful instruction, the key features and</p>	<p>Write instructions for how to make a superhero vehicle- the vehicle with a balloon powering system. (linked to D.T).</p>	<p>Use imperative verbs when writing instructions.</p> <p>Numbering and ordering of instructions.</p> <p>Adding time connectives to each step.</p> <p>HAP- beginning to use adverbs to add extra detail to instructions.</p> <p>Types of sentences- command, question, statement and exclamation.</p>	<p>Handwriting -</p> <p>Phonics/ SPAG - Phase 5 - i, o, c, g, u.</p> <p>Little, one, do, when, what, out.</p> <p>Prefixes- un, dis, mis, re.</p>
6	<p>Weekly comprehension</p> <p>Read new story- Superworm</p>	<p>Retell the story of Superworm / write a new adventure about.</p> <p>Planning stage.</p> <p>Children to retell the story creating their own sequence in their books. What happened at the start, middle and end?</p> <p>Create an alternative ending for . What might have happened at the end? Discuss different ideas.</p> <p>Write an alternative ending. LAP children to draw what has happened, describe to adult and compose simple sentences to complete the story. Support writing.</p>	<p>SPAG-Adjectives, nouns, verbs, conjunctions and adverbs.</p>	<p>Handwriting – revisit all groups.</p> <p>Identify pupils to begin joining their writing.</p> <p>Phonics/ SPAG - Phase 5 - ow, ie, ea, er. Water, where, who, again, thought, though, work, mouse.</p> <p>Suffixes- ful (changing noun to adjectives), ly, ness.</p>

7	Reading comprehension	<p>Literacy Shed- G-Force animation. Write a diary entry as a member of G-Force.</p> <p>Literacy Shed- Jamie and his magic torch clip. Write a diary entry as Jamie.</p>		<p>Handwriting – continue with letter formation. Begin cursive for children when they are ready.</p> <p>Phonics/ SPAG - Phase 5 - a, y, ch, ou.</p> <p>Many, laughed, because, different, any, eyes, friends, once, please.</p> <p>Words with apostrophes for contraction.</p>
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