



St Bernadette's Medium Term Planning  
English Autumn 1  
Year 2

Autumn 1

	<u>Book Focus</u> <u>Shared Read</u>	<u>Writing Curriculum Objectives</u>	<u>SPaG Curriculum Objectives</u>	<u>Whole Class Reading Curriculum Objectives</u>	<u>Spelling Patterns</u>	<u>Speaking Curriculum Objective</u>
<u>Week 1</u>	This Book just ate my dog	<p><b>T4W - The Three Billy Goats Gruff</b></p> <p><b>Writing Transcription</b> spell by:</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p><b>Handwriting</b> Letter join Program,y</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p><b>Writing Composition</b></p> <p>develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p> <p><b>Word</b></p> <p><b>Sentence</b> Subordination (when, if, that, because)</p> <p><b>Text</b> Sequence sentences to form a short narrative</p> <p><b>Punctuation</b> Use of capital letters and full stops</p> <p><b>Terminology For Pupils</b> Nouns</p>	<p><b>Word Reading</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>Reading Comprehension</b> 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-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	Assess and review week Y1:1	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge

		<p>writing about real events</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by: 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>		discussing their favourite words and phrases		
<b><u>Week 2</u></b>	I wish I'd been born a unicorn	<p><b>T4W - The Three Billy Goats Gruff</b></p> <p><b>Writing Transcription</b></p> <p>spell by:</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p><b>Handwriting</b> Letter join Program</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p> <p>Subordination (using when, if, that or because)</p> <p><b>Word</b></p> <p><b>Sentence</b> Subordination (when, if, that, because)</p> <p><b>Text</b> Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Use of capital letters and full stops</p> <p><b>Terminology For Pupils</b> Nouns</p>	<p><b>Word Reading</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>Reading Comprehension</b> 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-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words,</p>	Review week Y1:2	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge

		<p><b>Writing Composition</b> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by: 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>		<p>linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p>		
<b>Week 3</b>	Puffin Peter	<p><b>T4W - The Three Billy Goats Gruff</b></p> <p><b>Writing Transcription</b> Spell by:</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p><b>Handwriting</b> Letter join Program</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p> <p>Subordination (using when, if, that or because)</p> <p><b>Word</b></p> <p><b>Sentence</b> Subordination (when, if, that, because)</p> <p><b>Text</b> Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Use of capital letters and full stops</p> <p><b>Terminology For Pupils</b> Verbs</p>	<p><b>Word Reading</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>Reading Comprehension</b> 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-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p>	Revise: /ai/ /ow/ /igh/ /ee/	<p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p>

		<p><b>Writing Composition</b></p> <p>develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by: 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>		<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p>		
<b>Week 4</b>	Zoe and Beans - Pants on the Moon	<p><b>T4W: The Gingerbread Man</b> <b>Writing Transcription</b> Spell by:</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p><b>Handwriting</b> Letter join Program</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p> <p>Co-ordination (using or, and or but) <b>Word</b></p> <p><b>Sentence</b> Co-ordination (or, and, but) <b>Text</b> Sequencing sentences to form short narratives <b>Punctuation</b> Use of capital letters and full stops <b>Terminology For Pupils</b> Verbs</p>	<p><b>Word Reading</b></p> <p>Read words containing common suffixes</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>Reading comprehension</b> 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-fiction at a level beyond that at</p>	Revise: /oi/ /ur/ /(y)oo/ /or/	<p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p>

		<p><b>Writing Composition</b> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by: 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>		<p>which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p>		
<b>Week 5</b>	The First Hippo on the Moon	<p><b>T4W: The Gingerbread Man</b> <b>Writing Transcription</b> Spell by: learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p><b>Handwriting</b> Letter join Program</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p> <p>Co-ordination (using or, and or but)</p> <p><b>Word</b></p> <p><b>Sentence</b> Co-ordination (or, and, but)</p> <p><b>Text</b> Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Use of capital letters and full stops</p> <p><b>Terminology For Pupils</b> adjectives</p>	<p><b>Word Reading</b></p> <p>Read words containing common suffixes</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>Reading comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of</p>	<p>Assess and review week Y1:3</p> <p>Use common exception words in their writing</p>	<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>

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<b>Week 6</b>	Strictly No Elephants	<p><b>T4W: The Gingerbread Man</b></p> <p><b>Writing Transcription</b> Spell by: learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p><b>Handwriting</b> Letter join Program</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p> <p>Co-ordination (using or, and or but)</p> <p><b>Word</b></p> <p><b>Sentence</b> Co-ordination (or, and, but)</p> <p><b>Text</b> Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Use of capital letters and full stops</p> <p><b>Terminology For Pupils</b> Adjectives</p>	<p><b>Word Reading</b></p> <p>Read words containing common suffixes</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>Reading comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of</p>	<p>Revise: /w/ /f/ /(y)oo/ /oa/</p> <p>Use common exception words in their writing</p>	<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment</p>

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<b><u>Week 7</u></b>	Rosie's Hat	<p><b>T4W - The gingerbread Man</b> <b>WRITE INSTRUCTIONS FOR GINGERBREAD MEN</b></p> <p><b>Writing Transcription</b> Spell by: learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p><b>Handwriting</b> Letter join Program</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops and capital letters.</p> <p>Learn how to use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p><b>Word</b></p> <p><b>Sentence</b> Expanded noun phrases for description and specification</p> <p><b>Text</b> Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Use of capital letters and full stops</p> <p><b>Terminology For Pupils</b> Noun phrase</p>	<p><b>Word Reading</b> Read words containing common suffixes Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>Reading comprehension</b> 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-fiction at a level beyond that at which they can read independently</p>	Use common exception words in their writing	<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment</p>



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