

Year 2 Autumn 1:

English			
Key Learning			
Unit	Stories with Familiar Settings	Non-Chronological Reports	Poems on a Theme
Outcome	<ul style="list-style-type: none"> Letters to/from characters. Innovated narrative based on a model. 	<ul style="list-style-type: none"> Non-chronological report linked to an aspect of the local area presented as an information poster/booklet/ICT outcome. 	<ul style="list-style-type: none"> Poem based on a model. Review of a themed poem(s).
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Listen to a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Listen to a range of poems at a level beyond that at which they can read independently. Learn and recite poems using appropriate intonation. Use tone and intonation when reading aloud. Participate in discussion about what is read to them, take turns and listen to what others say. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Make personal reading choices and explain reasons for choices.

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Key Learning (contd.)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> ▪ Use subordination for time using the word 'when'. ▪ Select, generate and effectively use nouns. ▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> ▪ Use sentences with different forms: statement, question, exclamation. ▪ Use subordination for reason with 'because/so'. ▪ Plan and discuss what to write about e.g. <i>text mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>. ▪ Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> ▪ Select, generate and effectively use adjectives. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ The Jolly Postman by Janet and Allan Ahlberg. ▪ Katie Morag by Mairi Hedderwick. ▪ The Pirates Next Door by Jonny Duddle. 	<ul style="list-style-type: none"> ▪ Range of non-chronological report texts, including ICT. 	<ul style="list-style-type: none"> ▪ Poems linked to schools, families or other familiar settings.

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Stories with Familiar Settings - Creative Learning Opportunities and Outcomes

Creating interest

- Use a box of surprises. Pull out items linked to the text and encourage the children to think about whom they belong to.
- Play a sound clip or show an image which links to the place where the story is set. Predict who the text will be about and where it is set.

Learning outcomes

- Children will be able to identify what they can see and hear, and make predictions about the text to be read.

Reading

Grammar: - Warm ups throughout the reading phase – focus on subordination using the time word 'when'.

Reading and responding

- Read the text, stopping at certain points for the children to make predictions orally. Record predictions on sticky notes.
- Use mini question hands to generate orally *who, what, where, when* and *how* questions. Use talk partners to answer. Model how to write a good question. Children write their own.
- During shared reading, model and involve children in practicing word building and blending. Re read to practise speedy word reading.
- Use drama techniques to explore characters in more detail. e.g. *hot seating, magic mirror, magic microphone*. Link to a short writing opportunity e.g. postcard from the main character to another.
- Identify new, unfamiliar or exciting words/phrases from the text. Check meanings using dictionaries. Create a word bank.
- Develop character circles (write around each character all they have learnt about them so far) and add to them as they learn more about them.
- Read other stories with the similar settings independently at their own level.
- Sequence parts of the story using a storyboard with images from the text. Write under each image what is happening.
- Use drama techniques to explore what characters might be thinking, saying and feeling; record in bubbles.

Learning outcomes

- Children will be able to identify characters, settings and plots.
- Children will be able to infer character thoughts and feelings.
- Children will be able to draw on their knowledge of the story and use inference to respond in role as a character.
- Children will be able to make predictions.
- Children will be able to sequence the story.

- Children will be able to re-tell a story orally.
- Children will know and understand the features of a simple narrative text.

Reading and analysing

- Teach children the story via oral storytelling. Modify the text, if necessary, so it is suitable for learning.
- Use story maps, images, props and key vocabulary to support re-telling orally e.g. *in the beginning, after that, a bit later*.
- Create a checklist of features e.g. *two characters, setting, events, time connectives*.

Gathering content

Grammar - Warm ups throughout the gathering content phase – focus on subordination using the time word 'when'.

- Using the whole class story map, innovate by changing the setting to the place where they live. Some children may innovate the characters or ending also.
- Prepare new story maps in groups or individually with new setting/ending/characters.
- Orally rehearse new stories several times to embed the pattern of narrative.

Learning outcomes

- Children will be able to create own story maps/plans with events in order.
- Children will be able to orally re-tell their story.

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Stories with Familiar Settings - Creative Learning Opportunities and Outcomes (contd.)

Writing

- Using the innovated story map, use shared writing techniques to model a section at a time with the children. Focus on skills – subordination using the word 'when'.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to construct their own short narrative, based on a model, which includes:
 - subordination using the word 'when'.
 - effective use of nouns.

Outcome

- Innovated short story based on a model.

Presentation

- Present narrative to an audience using oral re-telling e.g. class assembly.
- Share the completed narrative with peer/s to enjoy.
- Publish narrative in a small booklet or on display.

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Non-Chronological Reports - Creative Learning Opportunities and Outcomes

Creating interest

- Show an image, object, film clip or sound clip to promote interest in the text selected.
- Activate prior knowledge - What do you *know* already about the chosen subject? (Discussion).
- Introduce and discuss key vocabulary.

Learning outcomes

- Children will be able to identify the information presented via different media and develop key vocabulary.

Reading

Grammar: Warm ups throughout the reading phase – focus on subordination for reason using *because* and *so*.

Reading and responding

- Read a quality non-chronological text linked to theme. Stop, build and blend words with alternate graphemes linked to phonic phase, whilst reading the text.
- Model reading text in any order.
- Generate key questions about *what* you want to know about the topic of the text being read? Children generate own key questions and write on sticky notes or sentence strips. Display on a class KWL grid.
- Match pictures/statements to work out which picture is matched with which heading, caption and information. Label.
- Write simple facts in sentences to record the information found out so far.
- Demonstrate to the children how an ICT text can also be used to locate information e.g. Yahoo!igans, National Geographic. Discuss text features. Introduce idea of NOT reading a text in a linear way. Discuss hyperlinks. Look at similarities and differences with printed text.
- Whilst reading, use key questions generated to structure responses. Use talk partners/get up and go - to ask and answer questions then record in writing.
- Demonstrate how to use a non-fiction text to locate answers e.g. appropriate text, contents page, index.
- Children read differentiated non-fiction texts in groups and pairs with key questions to challenge their ability to find the appropriate information and record in writing.

Learning outcomes

- Children will be able to read and identify key facts.
- Children will be able to gather information from a range of sources, asking and answering questions e.g. film, ICT texts, books and information exchange with others.

Reading and analysing

- Box-up a non-chronological report, modelling the creation of a planning and writing frame e.g. *heading, two or three sections, picture, caption and fascinating facts box*.
- Create a simple whole class checklist of features to include in our non-chronological report e.g. headings, questions, information, facts, captions, pictures.

- Children will be able to identify a simple structure and features of a non-chronological report

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Non-Chronological Reports - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on subordination for reason using *because, so*.

- Decide on specific content which needs to be gathered to write a non-chronological report and introduce this to children.
- Generate and provide new key questions to be answered; discuss and display.
- Explore a mixture of sound files, film clips, information fact cards and whole class text/s to provide the content needed to answer key questions and gather information for writing.
- If appropriate, use a visit or visitor to provide content and information.
- Model gathering the information – use prepared photographs and images to support each aspect.
- Children to write key facts found out on sticky notes; display these.
- Model organising key facts on sticky notes into a whole class non-chronological layout.

Learning outcomes

- Children will be able to gather information from a variety of sources.
- Children will be able to identify where information should be placed within a non-chronological structure.

Writing

- Using the innovated story map, use shared writing techniques to model a section at a time with the children. Focus on skills – subordination using the words *because* and *so*.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model checking spelling, grammar and punctuation of own work.

Learning outcomes

- Children will be able to construct their own non-chronological report which includes:
 - subordination using *because* and *so*.
 - different forms of sentence – statements, questions and exclamations.

Outcome

- Non-chronological report in the form of an information poster or booklet, linked to an aspect of the local area, e.g. the church, the school, the park.

Presentation

- Publish a poster or booklet for display and/or to share in class.
- Use ICT to publish some or all of the information.
- Prepare a spoken presentation to present outcome and record with ICT e.g. *iPad, flip camera*. Children can evaluate and improve if necessary.

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Poems on a Theme - Creative Learning Opportunities and Outcomes

Creating interest

- Perform a poem with a familiar theme (e.g. school) to the children and ask them to listen and spot what the poem is about - guess the theme. Repeat, asking the children to join in where appropriate.

Learning outcomes

- Children will be able to understand what a poem is about and join in with saying a poem.

Reading

Grammar: Warm ups throughout the reading phase – focus on adjectives.

Reading and responding

- Model reading a different poem with the children, encouraging good listening skills.
- Let the children listen to someone else i.e. visiting poet, or recorded versions.
- Pass a signifier round for the children to hold. Whilst holding it they must state what they liked/disliked about the poem and make general points. Other children listen and respond.
- Use Book Talk to explore responses.
- Selection of poetry books within reading area available for children to access independently.

Reading and analysing

- Pick out key adjectives from the original poem and then working in pairs children play adjective spotters on other poems on the same theme. Create a word bank.
- Discuss the format of the selected poem to innovate.
- Choose a poem from the theme for the children to learn off by heart. Map it out and, using props/actions to enhance learning, recite to each other.

Learning outcomes

- Children will be able to listen to a range of poems.
- Children will be able to state preferences.
- Children will be able to read poetry using decoding skills.
- Children will be able to recite a familiar poem on a theme.
- Children will be able to identify interesting adjectives used within a poem.
- Children will be able to identify the features of their chosen poem.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on adjectives.

- Select words about the chosen theme.
- Discuss with a partner using mini microphones what they can see and hear in this setting and what happens there.
- Begin to add to adjectives to a word bank (improve using a thesaurus).
- Continue with further examples and then select which new words we will put into our poem – place these on a specific part of the display.

Learning outcomes

- Children will be able to select and generate interesting adjectives for their poem.
- Children will be able to make vocabulary choices to gather content for a new poem.

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Poems on a Theme - Creative Learning Opportunities and Outcomes (contd.)

Writing

- Using the whole class poetry frame, use shared writing techniques to model with the children. Focus on skills – effective use of adjectives.
- Children may need poetry frame scaffolds and word banks to support independent writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Edit the poem in relation to audience (Keep reading out loud to check for sense and identify improvements needed).

Learning outcomes

- Children will be able to create their own poem based on a model, which includes:
 - effective use of adjectives.
 - careful selection of vocabulary.

Outcome

- Innovated poem based on a theme.

Presentation

- Publish a poem and make a whole class book to place in reading area or in library.
- Poetry on a postcard – present your poem on a postcard and send it to family/friend.
- Upload a poem to the Perform a poem website (<http://bit.ly/1wqplDt>).
- Perform the poem in a school assembly.