



**English Medium term planning
2024 – 2025 AT1
Year 2**

	Reading 8 Weeks	Writing 8 Weeks
<p>Autumn 1 Core Texts</p> <p>King Charles by Little People Big Dreams</p> <p>Mae Among the Stars by Roda Ahmed</p>	<p><u>Reading comprehension (statutory requirements):</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> discussing the sequence of events in books and how items of information are related <input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <input type="checkbox"/> being introduced to non-fiction books that are structured in different ways <input type="checkbox"/> recognising simple recurring literary language in stories and poetry <input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary <input type="checkbox"/> discussing their favourite words and phrases <input type="checkbox"/> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<div data-bbox="1518 210 1771 536" data-label="Image"> </div> <p><u>Outcome: Fact file (4 weeks)</u></p> <p>Little People Big Dreams King Charles</p> <p><i>As a young man, he developed a passion for one cause; the environment. Charles recognised that plastics and pollutants were causing harm to Earth, and as the Prince of Wales, he spent all his efforts championing climate justice and sustainability.</i></p> <div data-bbox="1518 873 1753 1171" data-label="Image"> </div> <p><u>Outcome: Biography (4 weeks)</u></p> <p>Mae Among the Stars by Roda Ahmed</p>

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
- ☐ checking that the text makes sense to them as they read and correcting inaccurate reading
- ☐ making inferences on the basis of what is being said and done
- ☐ answering and asking questions
- ☐ predicting what might happen on the basis of what has been read so far

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.

When Little Mae was a child, she dreamed of dancing in space. She imagined herself surrounded by billions of stars floating gliding and discovering. Follow Mae as she learns that if you can dream it and you work hard for it, anything is possible.

End of year outcomes (taken from Islington's Writing Moderation document):

The pupil can, after discussion with the teacher:

Please also note the Spelling Statutory objectives for the year. Ensure that these are taught within your lesson sequence and that the Spelling objective for that week is linked to the Spelling homework.

Working Towards the expected standard

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- using spacing between words

Working at the expected standard

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use ^[]SEP question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one ^[]SEP another and to lower-case letters

		<ul style="list-style-type: none"> •use spacing between words that reflects the size of the letters <p><u>Working at greater depth within the expected standard</u></p> <ul style="list-style-type: none"> •write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing •make simple additions, revisions and proof-reading corrections to their own writing •use the punctuation taught at key stage 1 mostly correctly •spell most common exception words •add suffixes to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly) •use the diagonal and horizontal strokes needed to join some letters.
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Year 2 – High Frequency words

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

