## English Medium Term Planning (for 2015 onwards)
### Year 2

<table>
<thead>
<tr>
<th>Overview</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td>Traditional tales/fairy tales – 3 weeks</td>
<td>Stories from other cultures (e.g. creation stories) (3 weeks)</td>
<td>Fiction/aventures stories (2 weeks)</td>
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<td>Stories in familiar settings – 2/3 weeks</td>
<td>Non-chronological reports (3 weeks)</td>
<td>Author study – stories by the same author (3 weeks)</td>
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<tr>
<td><strong>Non-fiction</strong></td>
<td>Instructions (2 weeks)</td>
<td>Letters and Postcards (1/2 weeks)</td>
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<td></td>
<td>- fiction based instructions – E.g. “How to Trap an Ogre”</td>
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<td>Recount (2/3 weeks)</td>
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<tr>
<td><strong>Poetry</strong></td>
<td>Vocabulary building – free verse (1 week)</td>
<td>Calligrams, list poems and shape poems (1/2 weeks)</td>
<td>Poetry (2 weeks)</td>
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<td></td>
<td>- read, write and perform free verse considering use of language to create an image in reader’s mind</td>
<td>- Focus on structure and vocab building</td>
<td>“Take One Poet”</td>
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<td>- Read and recite poems by heart</td>
<td>- Read and recite poems by heart</td>
<td>- Read, recite/perform and write own poems inspired by poet of their choice (2 weeks)</td>
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<tr>
<td><strong>Narrative: 14 – 15 weeks</strong></td>
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<td><strong>Non-fiction: 12 - 13 weeks</strong></td>
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<td></td>
<td>Recount = 4/5 weeks</td>
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<td>Explanations = 2 weeks</td>
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<td></td>
<td>Non-chronological report = 3 weeks</td>
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<td></td>
<td>Instructions = 2 weeks</td>
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<td></td>
<td>Letters and Postcards = 1 week</td>
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<td><strong>Poetry: 5 weeks</strong></td>
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### Weekly extended writing sessions and writing during Enrichment Weeks

In addition to the units detailed above, opportunities for pupils to independently apply and consolidate their writing composition skills should be planned for during:

- Weekly extended writing sessions (fiction and non-fiction) this may also include focus on a particular skill (e.g. use of language to create an image in the reader’s mind)
- Half-termly enrichment weeks (Take One Picture, Take One Book, Take One Film etc)
These opportunities should focus on written outcomes that are linked with fiction/non-fiction modules that have been covered earlier in the term or school year (or in previous years where appropriate). This will provide pupils with frequent opportunities to apply and develop previously taught skills as well as enable teachers to assess what pupils can do independently.

All units of work should be based round a text and follow the “Talk for Writing” model

1) **Imitation:**
   “It is hard to write in any form if you are unfamiliar with it”. This stage focuses on children understanding and “internalising” the story, its structure and any language features/patterns
   a. Listening to the teacher reading and rereading a tale – Teacher using “Booktalk” when reading out loud – i.e. when you read to the class you “externalise” all the thoughts and questions you would have internally as a fluent and confident reader. (e.g. I wonder why the character is going to do that…. That wasn’t a very kind thing to do…I wouldn’t do that if I was that character...That makes me think of the beach I went to in the holidays)
   b. Joining in and retelling – IF YOU CAN’T SAY IT YOU CAN’T WRITE IT
   c. Analysing and discussing the different features of the text (e.g. vocabulary, use of language and its impact on the reader organisational features, spelling/grammar linked to what is being or has been taught in class)

2) **Innovation:**
   Now that the children know the text/story well they are ready to change it
   a. You cannot “innovate” unless you have something to base it on – this should have come from the “Imitation” phase
   b. Its purpose: To allow the young writer to use a “coat hanger” of a known pattern to structure a few new ideas (generated as a class, group or by the writer individually)
   c. Innovation may be very simple – e.g. retelling a story but just changing the names of the characters or the setting
   d. Later on, innovation may become more complex, with the whole text being unpicked and a whole new story written based on the underlying structure/character/dilemma etc

3) **Invention:**
   The ultimate goal! Children write independently, fluently and creatively because they are familiar with the text type and its conventions
a. The imitation and innovation phases should have helped them develop their own toolkit to write independently
   i. Cast of possible characters and settings
   ii. Events that might happen and the order they will happen
   iii. Flow of story language appropriate to genre

** Indicates outline “Talk for Writing” plan is available

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<th>Wk</th>
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| 1, 2, 3, 4 | **Suggested text: The Princess Blankets**
Genre: Narrative fiction – traditional tales (viewpoints)
Duration: 4 weeks |

  | **Suggested written outcomes:**
  | - **Outcome 1:** Re-tell the story from the point of view of different characters within the story (e.g. through diary extracts)
  | - **Outcome 2:** Children create their own version of the Princess’s Blankets |
| 1, 2, 3, 4 | **Suggested text: Teacher choice** – suitable mystery or suspense novel or short story (e.g. Clockwork by Philip Pullman) Could build on “The Piano”
Genre: Narrative – Mystery/Suspense – Focus on skills or building up atmosphere, tension
Duration: 4 (can link to Playscripts below to create a 5 week fiction unit) |

  | **Suggested written outcomes**
  | - Extended story in chapters focus on literacy devices used to build up tension, create atmosphere etc |
| 1, 2, 3, 4 | **Suggested text:**
Year group choice – a novel by Roald Dahl, Michael Morpugo, Philip Pullman, *The Secret Garden* by Frances Hodgson Burnett
Genre: Fiction from our literacy heritage
Duration: 4 weeks |

  | **Suggested written outcome**
  | - Explore a text in detail, analysing language, style, key features
  | - **Outcome 1:** Write in the style of the author to complete sections of the story
  | - **Outcome 2:** Take the plot and theme form the text to plan and write their own version |
| 5, 6, 7 | **Suggested text: Year group choice:** although “Jamie Oliver: Inspirational Lives” by Liz Gogerly is a good model taking different aspects on a double page spread
Genre: Recount (Biographies)
Duration: 3 weeks |

| 5, 6, 7 | **Suggested text:**
Year group choice: Teacher to create model or use examples (e.g. letters, leaflets, adverts)
Genre: Persuasive writing
Duration: 3 weeks |

  | **Suggested written outcome** |
| 5, 6, 7 | **Suggested text:** *A Drove of Bullocks***
Genre: Non-chronological report
Duration: 2 weeks |

  | **Suggested written outcomes**
<p>| - Children write their own information leaflet comparing two animals |</p>
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<tr>
<th>Year Group</th>
<th>Suggested Text</th>
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| 8          | **Suggested text:** Year group choice – teacher model (see Chapter 4 of Pie Corbett Talk for Writing for examples)  
**Genre/s:** Instructions  
**Duration:** 1 weeks  
**Suggested written outcome/s:**  
- Children produce detailed instructions with clear introduction and conclusion – focus on audience and purpose | 8, 9 | **Suggested text:** Year group choice:  
**Genre:** Spoken poetry/performance poetry  
**Duration:** 2 weeks  
**Suggested written outcome**  
- Read, respond, perform and write their own performance poems for different audiences and purposes | 7, 8, 9 | **Suggested text:** Teacher choice – subject that interests and engages pupils (see Chapter 8 in Pie Corbett book)  
**Genre:** Discussion (including oral presentation and debating skills)  
**Duration:** 3 weeks  
**Suggested outcomes**  
- Class or group debate  
- Write a balanced discussion presenting two sides of an arguments with a clear introduction and conclusion following the debate |
| 9-10       | **Suggested text:** Cloudbusting by Malorie Blackman** (this text includes a range of different types of poetry including Haikus so presents good opportunity to reinforce prior learning)  
**Genre:** Poetry  
**Duration:** 2-3 weeks  
**Suggested outcome/s:**  
- Read, respond and write narrative poetry exploring use of structure, rhyme and language | 10, 11 | “**Take One Poet**” : Poetry appreciation – Year group choice – could be “The Highwayman”  
**Duration:** 2 weeks  
**Suggested outcomes**  
- Read and explore poetry of chosen poet including use of language, pattern, structure and rhyme  
- Vocabulary exploration and building  
- Perform and recite selected poems  
- Write own poems |