

Hunwick Primary School
Literacy MTP
Class 2



| Term | Fiction | Non-Fiction: Cross-curricular links | Poetry |
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| Autumn | <p>Plan 1: Stories by the same author: Julia Donaldson Required texts: The Gruffalo Zog Room on the Broom Description: Children read and discuss some wonderful Julia Donaldson books looking at the features that make them distinctive. They use skills of sequencing to retell the story and develop language to support descriptive writing by discussing and clarifying the meaning of words. VGPS focus: Use capital letters for names, places, days of the week and for the personal pronoun I. Begin to use of capital letters, full stops and question marks to demarcate sentences. Begin to understand sentence types such as commands and questions. Begin to develop use of expanded noun phrases for description and specification (eg the blue butterfly, the man in the moon.) Introduce and start to explain different punctuation and tenses in the books. Reading Focus: 1b – Identify / explain key aspects of fiction such as characters, plot, setting and events. 1c- Identify and explain the sequence of events in a text 1e – Predict what might happen on the basis of what has been read so far</p> | <p>Plan 1: Instructions Required text: How To Make Gruffalo Crumble by Julia Donaldson Roald Dahl’s Revolting Recipes Description: Children read and enjoy a variety of recipes. They explore non-fiction features in preparation to make food for a Gruffalo tea party. Understand and compare the different styles in writing – the differences between instructions and fiction books. Make their Gruffalo crumble (Maths – measurements, Design & Technology – designing their crumble and the making of this), and have afternoon tea with the Gruffalo on the afternoon. VGPS focus: Begin to use of capital letters and full stops with little support or prompts. Explore commands. Begin to identify verbs and adverbs. Develop use of time conjunctions to support sequencing. Reading focus: 1b – Identify / explain key aspects of non- fiction such as numbers, imperative verbs and contents page. 1c- Identify and explain the sequence of events in a text</p> | <p>Plan 1A: Songs and Repetitive Poems Required texts: The Scariest Baddie Ever by Ruth Merttens What are monsters like? by Ruth Merttens Firework poems – Exploring vocabulary Description: Children read and enjoy poems with repeating patterns. Then write some of their own beginning to use rhyming words. They will also look at patterns in songs by learning, singing, writing and performing rounds. We will look at verbs and use these to help find rhyming words to include in their personal poems. VGPS focus: Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns. Begin to use and understand grammar terminology. Notice where capital letters are used and explore using them within their own poems. Reading Focus: 1b – Identify / explain key aspects of fiction such as characters, plot, setting and events. 1c- Identify and explain the sequence of events in a text.</p> |
| | <p>Plan 2: Stories involving fantasy Required texts: The Bear and the Piano by David Litchfield</p> | <p>Plan 2: Postcards & Letters Required texts: I’m Sorry by Ruth Merttens Cat’s Journey by Ruth Merttens</p> | |

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| | <p>The Little Story Who Didn't Want to be Told (oral story) by Wilf Merttens The Little Story Who Didn't Want to be Told (group reader)</p> <p>Description: Use questioning to understand characters in detail encouraging adjectives and descriptive language to be used. Talk about feelings and use music to allow children to listen to the piano and think of where the music takes them, just like Bear in the story creating experiences. Character profiles will be built. Talk about statements and encourage children to develop their questioning 'what questions might you ask the mice?'. Develop a character description of their chosen character from the Little Story Who Didn't Want to be Told. Discuss advantages and disadvantages of illustrations. Create their own version of an oral story of the Bear and the Piano using their in understanding of the characters in the story.</p> <p>VGPS focus: Begin to develop use of adjectives to describe nouns Use conjunctions 'and', 'or', 'but' to join sentences. Begin to use conjunctions (when, if, because). Begin to understand where to use question marks and what this means.</p> <p>Reading focus: 1a –Draw on knowledge of vocabulary to understand texts. 1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text.</p> | <p>Historical postcards and letters linked to History topic 'History on our Doorstep' Description: Children explore features of postcards and letters through reading samples linked to 'History on our Doorstep.' For example, William the Conquer receives letters from his family in France and the children get in role to respond back to them. Children also go back in time to write letters from the past comparing between homes in the past and now. They further explore letters and postcards through the adventures of a cat in 'Cat's Journey' and other animals who are sorry for their bad behaviour in 'I'm Sorry.'</p> <p>VGPS focus: Develop correct use of punctuation, including capital letters, full stops, question or exclamation marks. Learn how to use sentences with different forms: statement, question, exclamation, command. Use conjunctions 'and', 'or', 'but' to join sentences 3. Use conjunctions (when, if, because) to add subordinate clauses. Explore tenses.</p> <p>Reading focus: 1b –Identify / explain key aspects of non-fiction texts, such as contents page, index, titles subtitles and information. 1d – Make inferences from the text.</p> | |
| <p>Spring</p> | <p>Plan 3: Traditional Tales Required texts: Several versions of Little Red Riding Hood Little Red Riding Wolf by Lorene Anholt</p> | <p>Plan 3: Information texts Required texts: Reports linked to science topic (Living things and habitats) Reports linked to Geography (Let's go on a Safari)</p> | <p>Plan 1: Humorous poems Required texts: Aliens Stole My Underpants by Brian Moses</p> |

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| | <p>Three Billy Goats Gruff by Stephen Carpenter News Story...Police Error by Ruth Merttens</p> <p>Description: Children will develop sequencing and inference skills. In addition to developing understanding of narrative features such as layout, blurbs and authors etc. As part of their writing, they will produce a letter from the perspective of the wolf in 'Little Red Riding Hood' and design a poster using noun phrases describing the Big Bad Girl in 'Little Red Riding Wolf.'</p> <p>VGPS focus: Develop subordination using when, if, that, because Develop co-ordination using or, and, or but Develop expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon.)</p> <p>Reading Focus: 1a –Draw on knowledge of vocabulary to understand texts. 1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text.</p> | <p>Description: Children use the above topics to develop skimming and scanning, finding main ideas to write their own information texts. They will develop research skills and explore information texts types to develop their understanding of main titles, sub-headings, bullet points, paragraphs and pictures and captions.</p> <p>VGPS focus: Use subordination (using when, if, that or because) and co-ordination (using or, and or but.) Use sentences with different forms: statement, question, exclamation or command. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use commas to separate items in a list.</p> <p>Reading Focus: 1a –Draw on knowledge of vocabulary to understand texts. 1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text.</p> | <p>Description: Children will explore articulating and justifying opinions. They will also participate in performances, develop ways to gain and maintain the interest of listeners. They will develop ways to speak audibly and fluently in English. Develop pleasure in reading and motivation to read by, listening to, discussing and expressing views about a wide range of poetry Participating in discussion about poems Explaining and discussing their understanding of poems</p> <p>VGPS focus: Continue to develop use of use of expanded noun phrases to describe and specify using some features of written Standard English Use adjectives and descriptive phrases to describe nouns</p> <p>Reading Focus: 1a –Draw on knowledge of vocabulary to understand texts 1d – Make inferences from the text 1e – Predict what might happen on the basis of what has been read so far</p> |
| | <p>Plan 4: Traditional tales from a variety of cultures</p> <p>Required texts: Sunilla And the Dolphins by Ruth Merttens <u>Handas Surprise</u></p> <p>Description: Children are exposed to exciting traditional tales from several cultures. They read and compare a variety of stories, exploring interesting plots. This unit draws children's attention to a wide range of tales and then challenges them to make their own versions!</p> <p>VGPS focus: Use conjunctions 'and', 'or', 'but' to join sentences</p> | <p>Plan 4: Recounts</p> <p>Required texts: Recounts linked to Geography (Let's go on a Safari)</p> <p>Description: Children will explore lives of children in a different part of Kenya such as villages, towns and cities. They will read a variety of diaries and letters before they have a go at their own developing their own versions.</p> <p>VGPS focus: Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks. Use conjunctions 'and', 'or', 'but' to join sentences Use 'when', 'because', 'if', 'where' etc. to create subordinate clauses.</p> | |

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| | <p>Use 'when', 'because', 'if', 'where' etc. to create subordinate clauses. Demarcate sentences using capital letters, full stops, question or exclamation marks.</p> <p>Reading focus: 1a –Draw on knowledge of vocabulary to understand texts. 1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text. – Predict what might happen on the basis of what has been read so far.</p> | <p>Reading focus: 1a –Draw on knowledge of vocabulary to understand texts. 1b – Identify / explain key aspects of non-fiction texts, such as contents page, index, titles subtitles and information. 1c – Identify and explain the sequence of events in a text.</p> | |
| Summer | <p>Plan 5A: Quest and adventure stories Required texts: <u>Flat Stanley</u> <u>The Faraway Tree</u> Description: Children are exposed to an adventure story. Children will explore structure and language choice. They continue to develop inference, sequencing and prediction skills. Children will plan their own adventure for Flat Stanley using environments and adjectives to support writing. Children will then create their own adventure with a complete beginning, middle and end. We may even look at the trip to the doctors and write a recount on this to link with Flat Stanley's visit. VGPS focus: Identify and use sentences with different forms. Use and distinguish past and present tense. Learn how to use familiar and new punctuation. Continue to develop noun phrases and subordination. Reading focus: 1a –Draw on knowledge of vocabulary to understand texts.</p> | <p>Plan 5: Information texts Required texts: Information Leaflets Fact Files Description: Children explore the features of information texts, develop note taking skills in preparation to produce fact files while finding out about types of vehicles through history. They write questions and use past and present verb tenses. VGPS focus: Reinforce the use past and present tense correctly including the progressive form. Reinforce use of punctuation covered in previous terms. Reading focus: 1a –Draw on knowledge of vocabulary to understand texts. 1b – Identify / explain key aspects of non-fiction texts, such as contents page, index, titles subtitles and information.</p> | <p>Plan 5A: Favourite poems Required texts: The Cat In the Kitchen by Ruth Merttens A Swallow's Journey A Selection Of Other Classic Poems Description: Children listen to and read a range of poems of different types. They choose their favourite of each type and write it out in their best handwriting. Discuss punctuation used in poetry and the features of good handwriting. Children recite their favourite poem from home. VGPS focus: Use a variety of end of sentence punctuation. Use capital letters for the start of lines in poems. Begin to use commas correctly. Reading focus: 1a –Draw on knowledge of vocabulary to understand texts. 1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text.</p> |

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| | <p>1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text. 1e – Predict what might happen on the basis of what has been read so far.</p> | | <p>1e – Predict what might happen on the basis of what has been read so far.</p> |
| | <p>Plan 6: Stories in familiar settings Required texts: Flat Stanley Description: Children are exposed to realistic fiction with familiar settings. They will again explore features of narrative such as layout, blurbs and authors etc and continue to develop sequencing, inference and prediction skills. They will use a variety of writing skills at this time of the year to produce descriptions, plots and story beginning and endings. VGPS focus: Practise correct use of punctuation including capital letters, full stops, question or exclamation marks Continue to strengthen their understanding of use of sentences with different forms: statement, question, exclamation, command. Develop use of the present and the past tenses correctly and consistently including the progressive form. Practise subordination (using when, if, that or because) and co- ordination (using or, and or but) Reading focus: 1a –Draw on knowledge of vocabulary to understand texts 1b- Identify / explain key aspects of fiction texts, such as characters, blurbs, events, plots and settings. 1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text.</p> | <p>Plan 2A: Traditional poems for young children Required texts: The Works chosen by Paul Cookson The Owl And The Pussycat by Edward Lear's Description: Read, enjoy and learn by heart, Edward Lear’s wonderful nonsense poem The Owl and the Pussycat. Find out about Edward Lear and explore some of his limericks. Read limericks written by other people. Have fun writing a limerick with support. VGPS focus: Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns Use and understand grammar terminology. Reading focus: 1a –Draw on knowledge of vocabulary to understand texts. 1c – Identify and explain the sequence of events in a text. 1d – Make inferences from the text. 1e – Predict what might happen on the basis of what has been read so far.</p> | |

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| | 1e – Predict what might happen on the basis of what has been read so far. | |
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