

Medium Term English Planning

Class Book - Dogger/Gorilla/Farmer Duck

Term - Autumn 1

Year Group - 2

Genre: Stories with familiar settings/ traditional stories

<u>Week Beginning</u>	<u>Chapter/Page Reference</u>	<u>Reading Intention / Objectives</u>	<u>Spelling, Punctuation & Grammar</u> <u>Key vocabulary</u>	<u>Outcome(s)</u> <u>Reading/Writing/Speaking & Listening</u> PASS - Purpose / Audience / Style / Structure	<u>Prior Learning:</u> Can you remember when we did . . .
Week 1 6/9/21	Whole book (Dogger)	Predict what will happen in the story using front cover and blurb. Sequence important events in the story using picture cues	<u>Spelling:</u> See Phonics <u>Word:</u> <u>Sentence:</u> Statement sentences <u>Text:</u> Dogger <u>Punctuation:</u> Capital letters and full stops <u>Key Vocabulary:</u> Character, predict, lost, statement sentence, sequence, favourite	<u>Purpose:</u> To use statement sentences to retell different parts of the story <u>Audience:</u> Year 2 <u>Style:</u> Narrative <u>Structure:</u> traditional story sentences Immerse days 1-4 (short week) Look at front cover and predict who characters are and what might happen. Look at pictures and retrieve and infer information about setting and characters Read and enjoy the whole story of Dogger as a class Sequence story picture cards to show the order of the book Retell the story orally Begin to write simple statement sentences to retell parts of the story	
Week 2 13/9/21	Whole book (Dogger)	Retrieve sentences that contain plural nouns	<u>Spelling:</u> see phonics <u>Word:</u> Nouns/adjectives <u>Sentence:</u> Simple statement sentences <u>Text:</u> Dogger <u>Punctuation:</u> Capital letters and full stops <u>Key Vocabulary:</u> noun, adjective, school fair, stalls	<u>Purpose:</u> To use statement sentences to retell different parts of the story <u>Audience:</u> Year 2 <u>Style:</u> Narrative <u>Structure:</u> Traditional story sentences Analyse days 1-2 Explore how good sentences must contain nouns and adjectives. Search the text for sentences that contain nouns and adjectives Gather day 3 Create a list of nouns and adjectives that could support us in writing good sentences Plan/Write day 4 and 5 Use our noun and adjective list to help us plan some sentences a character	We wrote simple statement sentences to retell or favourite parts

<p>Week 3 20/9/21</p>	<p>Whole Book (Gorilla)</p>	<p>Predict what will happen using the front cover and blurb. Sequence important events in the story using words and picture cues.</p> <p>Retrieve information about key characters</p> <p>Infer how character is feeling and our give personal opinions of characters,</p>	<p><u>Spelling:</u> See phonics/es suffix <u>Word:</u> Plural words adding es <u>Sentence:</u> Statement sentences to describe <u>Text:</u> Gorilla <u>Punctuation:</u> capital letters and full stops <u>Key Vocabulary:</u> predict, sequence, noun, plural, amazing, gorilla, character</p>	<p><u>Purpose:</u> To write statement sentences to describe the key characters <u>Audience:</u> Year 2 <u>Style:</u> Narrative <u>Structure:</u> Character descriptions/ missing posters</p> <p>Immerse- days 1-5 Predict what the story will be about using the front cover and blurb. Read and enjoy the story discussing the characters we meet and what they are like. Sequence the story cards to show secure understanding of the order of the story Retrieve information about the characters to complete sentences that describe them</p>	<p>We used the front cover and blurb of Dogger to help us predict. We added s to make words plural</p>
<p>Week 4 27/9/21</p>	<p>Whole book (Gorilla)</p>	<p>Sequence important events within the text</p> <p>Retrieve information about key events Ask and answer questions related to the text</p>	<p><u>Spelling:</u> ing and ed suffix <u>Word:</u> Verbs/adverbs <u>Sentence:</u> statement sentences <u>Text:</u> Gorilla <u>Punctuation:</u> capital letters and full stops <u>Key Vocabulary:</u> verb, adverb, suffix, cinema, watched etc</p>	<p><u>Purpose:</u> Write sequenced sentences that clearly describe what each character did <u>Audience:</u> Year 2 <u>Style:</u> Narrative <u>Structure:</u> simple, traditional story</p> <p>Analyse- days 1-2 Look at sentences used in the tale and pick out importance of good verbs and adverbs to show action clearly. Look for words that help us to understand the sequence of events so that we know when it happened</p> <p>Gather day 3 Create lists of verbs and adverbs that would successfully help us to write sentences explaining what each character did.</p> <p>Plan and write 4/5 Use our verb and adverb list to build sequenced sentences that explain what each character did</p>	<p>We heard the whole story and sequenced key events using picture prompts.</p> <p>We wrote a retell of Dogger</p>
<p>Week 5 4/10/21</p>	<p>Whole book (Farmer Duck)</p>	<p>Predict what the animals plan could be using</p>	<p><u>Spelling:</u> see phonics plan <u>Word:</u> Conjunctions</p>	<p><u>Purpose:</u> To sequence sentences to create narrative <u>Audience:</u> Year 2 <u>Style:</u> Narrative</p>	<p>We wrote simple sentences to</p>

		<p>understanding of the characters.</p> <p>Compare to book Gorilla (author)</p> <p>Define meaning of key words.</p> <p>Infer how characters feel at different points in the story</p> <p>Sequence key events from the story</p>	<p><u>Sentence:</u> Compound sentences containing conjunctions</p> <p><u>Text:</u> Farmer Duck</p> <p><u>Punctuation:</u> Capital letters and full stops</p> <p><u>Key Vocabulary:</u> conjunction, clause, wearily lazy, hard working, farmer, hens</p>	<p><u>Structure:</u> Traditional story</p> <p><u>Immerse</u> Days 1-5 Use the front cover and blurb to make predictions Read and enjoy the story focusing on the feelings of the characters at each point in the story- create a feelings line to show the emotions Sequence key event pictures and orally retell the story Use the sequenced pictures to write short sentences that retell the story</p>	<p>retell our class story.</p>
<p>Week 6 11/9/21</p>	<p>Whole book Farmer Duck</p>	<p>Discuss opinions of characters using the text to support our ideas</p> <p>Infer to show understanding of the characters.</p> <p>Ask and answer questions in role of characters</p>	<p><u>Spelling:</u> un words</p> <p><u>Word:</u> Prefix words</p> <p><u>Sentence:</u> sequenced</p> <p><u>Text:</u> Farmer Duck</p> <p><u>Punctuation:</u> Full stops, capital letters</p> <p><u>Key Vocabulary:</u> field, farmer, hen house, hill, farmyard, lane field</p>	<p><u>Purpose:</u> To write a simple story with a beginning, middle and end</p> <p><u>Audience:</u> The farmer/Year 2</p> <p><u>Style:</u> Informative</p> <p><u>Structure:</u> Interview</p> <p><u>Analyse Days 1-2</u> Explore the key parts of a story thinking about Beginning (Meet the characters and know where they are) Middle (Problem and the problem is solved) End (The characters achieve something) Look at setting and analyse vocabulary that helps the reader clearly understand the place</p> <p>Gather- days 3 Use ideas from Farmer Duck to write a new story Farmer sheep</p> <p>Plan/Write days 4-5 Use story planning sheet frame to plan a beginning, middle and end to the new farm story Write sequenced sentences to describe Farmer sheep, Farmer sheep's problem and how it was solved</p>	
<p>Week 7 18/10/21</p>	<p>History link Fact sheet/information</p>	<p>Identify the key features of an information text.</p>	<p><u>Spelling:</u> See history key words</p> <p><u>Word:</u> History themed words</p>	<p><u>Purpose:</u> To write their own fact sheet to inform</p> <p><u>Audience:</u> Parents of Year 2</p> <p><u>Style:</u> Non-Fiction</p> <p><u>Structure:</u> Fact sheets/information texts</p>	

	text about The Plague	<p>Read and enjoy information texts linked to our history topic</p> <p>Sequence the information to form their own information sheets</p> <p>Ask and answer questions linked to the information text</p> <p>Answer comprehension questions using the non-fiction texts</p>	<p><u>Sentence:</u> Statement/question</p> <p><u>Text:</u> Information text</p> <p><u>Punctuation:</u></p> <p><u>Key Vocabulary-</u> Non fiction, sub-heading, sections, facts, symptoms, organisms, cure, Plague Doctor,</p>	<p><u>Immerse</u> Some prior immersion completed in whole class reading and history lessons where structure and vocabulary have been discussed</p> <p>Immerse- day 1 Look at sample information text and ask, answer questions about content.</p> <p>Analyse/gather-day 2 Look at structure of the information text and label key features carefully Look for use of technical vocabulary and create a word wall to support you Gather favourite facts that support your own knowledge of the Plague</p> <p>Plan and write- days 3-5 Use the planning frame to note down facts that show your understanding of the plague Use the structured template to write our own fact sheets telling others all we know about the plague.</p>			
Christian values:	Trust	Thankfulness	Respect	Forgiveness	Hope	Courage	
British values:	Democracy	Individual Liberty	Rule of Law	Respect	Tolerance		