



Castlecroft Primary School English Medium Term Plan

Year 2 Autumn 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/independent reading</p> <ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading</i> • <i>Answering and asking questions</i> • <i>Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</i> <p>Through independent reading and when reading aloud in class. The children will always be asked what questions have you got about what you/we just read?</p>	<p>Analysis of text</p> <p>What tense is a diary written in?</p> <p>How do the authors use adjectives to describe different characters?</p> <p>What is the correct layout for a letter?</p> <p>What are the features of instructions?</p> <p>What are the features of a non-chronological report? (Highwayman fact file)</p>	<p>Stimulus</p> <p>Residential visit to Kingswood Trust education centre.</p> <p>A range of books written by Janet and Allan Ahlberg</p> <p>'Fiction Fortnight' - based on 'Hal the Highwayman' by June Crebbin</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> • <i>Listening to, discussing and expressing views about a wide range of contemporary stories at a level beyond that at which they can read independently</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>Discussing their favourite words and phrases</i> • <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> <p>Read class readers and stories and discuss as a class assessing the shared reading targets. Comprehension tasks based on narratives, including retrieval and vocabulary focus questions. (Texts to include Hal the Highwayman and Cops and Robbers)</p> <ul style="list-style-type: none"> • <i>Discussing the sequence of events in books and how items of information are related</i> <p>Sequencing tasks based on Skills Comprehension</p> <ul style="list-style-type: none"> • <i>Making inferences on the basis of what is being said and done</i> 	<p>Grammar focus</p> <p>Nouns - singular and plural Adjectives Verbs Adverbs Sentences Conjunctions</p>	<p>Quick write tasks</p> <p>A weekly 'Quick write' task will be completed on a template using Pobble 365 and The Literacy Shed to provide a variety of stimuli.</p>
	<p>Punctuation focus</p> <p>Capital letters and full stops Question marks and exclamation marks</p>	<p>Extended writing</p> <ul style="list-style-type: none"> • <i>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</i> • <i>Writing for different purposes</i> • <i>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about</i> • <i>Writing down ideas and/or key words, including new vocabulary</i> • <i>Encapsulating what they want to say, sentence by sentence</i> • <i>Evaluating their writing with the teacher and other pupils</i> • <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i> • <i>Proof-reading to check for errors in spelling, grammar and Punctuation [for example, ends of sentences punctuated correctly]</i> • <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i>



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<p>Inference questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Predicting what might happen on the basis of what has been read so far</i> <p>Predicting questions in comprehension tasks based on narrative</p>		<p>Write speech bubbles for the Kingswood corridor display. Write a diary for each day spent at Kingswood. Write a diary as one of the characters from an Allan Ahlberg story. Write a character description for 'Grandma Swagg' from 'Cops and Robbers' in the style of a 'Wanted Poster'. 'Wanted' poster (character description), letters, instructions and a fact file - all based on our 'Fiction Fortnight' text. Rising Stars Autumn 1 assessment: 'A Great Day Out': Recount</p>
<p>Shared Reading</p> <ul style="list-style-type: none"> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> <i>Discussing their favourite words and phrases</i> <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> <i>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</i> <p>Through class reader and other shared texts</p>	<p>Cross curricular links and other writing prep</p> <p>Geography link - Write a poster advertising the farm in extended writing.</p>	<p>Handwriting</p> <ul style="list-style-type: none"> <i>Form lower-case letters of the correct size relative to one another</i> <i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i> <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> <i>Use spacing between words that reflects the size of the letters</i>
<p>Phonics/Decoding</p> <ul style="list-style-type: none"> <i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</i> <i>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</i> <i>Read accurately words of two or more syllables that contain the same graphemes as above</i> <i>Read words containing common suffixes</i> <i>Read further common exception words, (SEE SPELLING LISTS) noting unusual correspondences between spelling and sound and where these occur in the word</i> <i>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</i> <i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i> <i>Re-read these books to build up their fluency and confidence in word reading</i> <i>Read some homophones</i> 	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i> <i>Distinguishing between homophones and near-homophones</i> <i>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</i> <i>Apply spelling rules and guidance, as listed in English Appendix 1</i> <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i> 	<p>Speaking and listening</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i> <i>Distinguishing between homophones and near-homophones</i> <i>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</i> <i>Apply spelling rules and guidance, as listed in English Appendix 1</i> <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i>



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These Learning Objectives will be covered through the RWInc phonics programme. The order will depend on which group the children are in and this will be assessed termly.

These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons.
Spelling word lists sent home weekly and tested

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Spelling word lists sent home weekly and tested



Castlecroft Primary School English Medium Term Plan

Year 2 Autumn 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/Independent reading</p> <ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading</i> • <i>Answering and asking questions</i> • <i>Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</i> <p>Through independent reading and when reading aloud in class. The children will always be asked what questions have you got about what you/we just read?</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently</i> <p>Listen to a range of poems especially acrostic and concrete poems in preparation for writing them, looking at features and drawing up success criteria. Compare different styles of concrete poems Offer children a selection of templates to choose from when they publish their own poems.</p> <p>What information needs to be included in a poster to advertise an event? What information needs to be included in a non-chronological report?</p>	<p>Stimulus</p> <p>Firework themed concrete and acrostic poems</p> <p>Remembrance themed poems</p> <p>Christmas themed poems</p> <p>Posters and information leaflets</p> <p>'Mog's Christmas Calamity' by Judith Kerr - book and Sainsbury's Christmas advert video 2015.</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> • <i>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</i> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>Discussing their favourite words and phrases</i> • <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> <p>Read class readers and stories and discuss as a class assessing the shared reading targets</p> <p>Comprehension tasks based on poems and narratives</p>	<p>Grammar focus</p> <p>Conjunctions Proper Nouns Using adjectives Verbs - past and present tense Question sentences and using '?' Mixed skills</p> <p>Punctuation focus</p> <p>Capital letters and full stops Question marks Commas in a list (linked to using adjectives)</p>	<p>Quick write tasks</p> <p>A weekly 'Quick write' task will be completed on a template using Pobble 365 and The Literacy Shed to provide a variety of stimuli.</p> <p>Extended writing</p> <ul style="list-style-type: none"> • <i>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</i> • <i>Writing poetry</i> • <i>Writing for different purposes</i> • <i>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about</i> • <i>Writing down ideas and/or key words, including new vocabulary</i> • <i>Encapsulating what they want to say, sentence by sentence</i> • <i>Evaluating their writing with the teacher and other pupils</i> • <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i>



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<p>Comprehension tasks based on narratives, including retrieval and vocabulary focus questions</p> <ul style="list-style-type: none"> • <i>Discussing the sequence of events in books and how items of information are related</i> <p>Sequencing tasks based on Skills Comprehension</p> <ul style="list-style-type: none"> • <i>Making inferences on the basis of what is being said and done</i> <p>Inference questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> • <i>Predicting what might happen on the basis of what has been read so far</i> <p>Predicting questions in comprehension tasks based on narrative</p>		<ul style="list-style-type: none"> • <i>Proof-reading to check for errors in spelling, grammar and Punctuation [for example, ends of sentences punctuated correctly]</i> • <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i> <p>Plan, write and publish a 'firework' themed concrete poem Plan, write and publish a 'Remembrance' themed acrostic or concrete poem Create a 'Children in Need' poster/information leaflet Make a simple non-fiction book about a self-chosen creature Retell the story of 'Mog's Christmas Calamity' Write 'Christmas' themed acrostic poem Rising Stars Autumn 2 assessment: 'What A Lovely Gift': Letter</p>
<p>Shared reading</p>	<p>Cross curricular links and other writing prep</p>	<p>Handwriting</p>
<ul style="list-style-type: none"> • <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> • <i>Being introduced to non-fiction books that are structured in different ways</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>Discussing their favourite words and phrases</i> • <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> <p>Through class reader and other shared texts</p> <ul style="list-style-type: none"> • <i>Recognising simple recurring literary language in stories & poetry</i> <p>Read a range of stories and poems looking at the recurring language</p> <ul style="list-style-type: none"> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i> <p>Reading and orally re-telling and discussing fairy tales in preparation for the twisted tales topic next term</p> <ul style="list-style-type: none"> • <i>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</i> <p>Choose a class poem to learn off by heart for the poetry assembly</p>	<p>History link - Write a letter to Lord Monteagle</p> <p>DT link - Write instructions for how to make a hand puppet.</p>	<ul style="list-style-type: none"> • <i>Form lower-case letters of the correct size relative to one another</i> • <i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i> • <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> • <i>Use spacing between words that reflects the size of the letters</i>



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Phonics/Decoding	Spelling/Encoding	Speaking and listening
<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, (SEE SPELLING LISTS) noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading • Read some homophones 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
<p>These Learning Objectives will be covered through the RWInc phonics programme. The order will depend on which group the children are in and this will be assessed termly.</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>



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Year 2 Spring 1

<p>Reading:</p>	<p>Prep for writing-GPS:</p>	<p>Writing:</p>
<p>Decoding/independent reading</p>	<p>Analysis of text</p>	<p>Stimulus</p>
<ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading</i> • <i>Answering and asking questions</i> • <i>Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</i> <p>Through independent reading and when reading aloud in class The children will always be asked what questions have you got about what you/we just read?</p>	<p>What tense is a diary written in?</p> <p>What is the correct layout for a letter?</p> <p>Understand the terms 'setting, characters and plot' to support with how to write a good review.</p> <p>What are the common features of a traditional fairy tale?</p> <p>What should be included in a book review?</p>	<p>Visit to 'The New Vic Theatre' in Newcastle-Under-Lyme - (performance and related work will very year on year)</p> <p>Read a variety of traditional and alternative (twisted) fairy tales - EG, Prince Cinders, Beware of the Wolf and The three Horrid Pigs and the Big Friendly Wolf</p>
<p>Comprehension</p>	<p>Grammar focus</p>	<p>Quick write tasks</p>
<ul style="list-style-type: none"> • <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> • <i>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</i> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>Discussing their favourite words and phrases</i> • <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> <p>Read class readers and stories and discuss as a class assessing the shared reading targets</p> <p>Comprehension tasks based on narratives, including retrieval and vocabulary focus questions</p> <ul style="list-style-type: none"> • <i>Discussing the sequence of events in books and how items of information are related</i> <p>Sequencing questions in comprehension tasks based on narrative</p>	<p>Forming nouns Different types of sentences Sentences with conjunctions Sentence punctuation Adjectives and adverbs Contractions</p> <p>Punctuation focus</p> <p>Capital letters and full stops Exclamation marks Commas in a list (linked to using adjectives) Begin to use inverted commas for UA children</p>	<p>A weekly 'Quick write' task will be completed on a template using Pobble 365 and The Literacy Shed to provide a variety of stimuli.</p> <p>Extended writing</p> <ul style="list-style-type: none"> • <i>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</i> • <i>Writing for different purposes</i> • <i>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about</i> • <i>Writing down ideas and/or key words, including new vocabulary</i> • <i>Encapsulating what they want to say, sentence by sentence</i> • <i>Make simple additions, revisions and corrections to their own writing</i> • <i>Evaluating their writing with the teacher and other pupils</i> • <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i> • <i>Proof-reading to check for errors in spelling, grammar and Punctuation [for example, ends of sentences punctuated correctly]</i> • <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i>



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<ul style="list-style-type: none"> <i>Making inferences on the basis of what is being said and done</i> <p>Inference questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Predicting what might happen on the basis of what has been read so far</i> <p>Predicting tasks based on Skills Comprehension</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Comprehension tasks based on non-fiction texts</p>		<p>Christmas holiday diary/report</p> <p>Write a 'thank you' letter to the theatre staff.</p> <p>Retell the story/part of the story that the theatre performance is based on.</p> <p>Write an adapted version of 'The Gingerbread Man'.</p> <p>Write a detailed description of a scene from 'Prince Cinders' Plan and write a 'twisted' fairy tale.</p> <p>Write a book review about a favourite twisted fairy tale for the school library.</p> <p>Rising Stars Spring 1 assessment: 'The Windy Day': Description</p>
<p>Shared Reading</p> <ul style="list-style-type: none"> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> <i>Discussing their favourite words and phrases</i> <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> <i>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</i> <p>Through class reader and other shared texts</p> <ul style="list-style-type: none"> <i>Recognising simple recurring literary language in stories & poetry</i> <p>Read a range of stories and poems looking at the recurring language</p> <ul style="list-style-type: none"> <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i> <p>Reading and orally re-telling and discussing twisted tales</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Read and discuss non-fiction texts and books</p>	<p>Cross curricular links and other writing prep</p> <p>Geography link - Write riddles or other poems about African animals (also links to a RWInc task in Blue Books)</p> <p>Geography link - Comprehension based on the information sheet about the differences between Africa and the UK.</p>	<p>Handwriting</p> <ul style="list-style-type: none"> <i>Form lower-case letters of the correct size relative to one another</i> <i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i> <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> <i>Use spacing between words that reflects the size of the letters</i>
<p>Phonics/Decoding</p> <ul style="list-style-type: none"> <i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</i> <i>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</i> 	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> 	<p>Speaking and listening</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i>



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<ul style="list-style-type: none"> • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, (SEE SPELLING LISTS) noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading • Read some homophones 	<ul style="list-style-type: none"> • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
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Castlecroft Primary School English Medium Term Plan

Year 2 Spring 2

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/independent reading</p> <ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading</i> • <i>Answering and asking questions</i> • <i>Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</i> <p>Through independent reading and when reading aloud in class The children will always be asked what questions have you got about what you/we just read?</p>	<p>Analysis of text</p> <ul style="list-style-type: none"> • <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Analyse features of non-fiction texts and come up with marking ladder success criteria.</p> <p>Look at features of a simple newspaper report, including a heading and sub-headings.</p> <p>Revise the features of a diary.</p>	<p>Stimulus</p> <p>Look at posters and leaflets about 'Healthy Eating', 'Keeping Fit' and 'Active Lifestyles' etc</p> <p>Visiting the MFL school café. (Country to be decided)</p> <p>Resources for Comic Relief or Sport Relief.</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> • <i>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</i> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>Discussing their favourite words and phrases</i> • <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> <p>Read class readers and stories and discuss as a class assessing the shared reading targets Comprehension tasks based on narratives, including retrieval and vocabulary focus questions</p> <ul style="list-style-type: none"> • <i>Discussing the sequence of events in books and how items of information are related</i> <p>Sequencing questions in comprehension tasks based on narrative</p>	<p>Grammar focus</p> <p>Split 2 sentences using appropriate punctuation Using full stops, exclamation marks and question marks Change present tense to past tense Proper and common nouns Contractions Apostrophe for possession</p>	<p>Quick write tasks</p> <p>A weekly 'Quick write' task will be completed on a template using Pobble 365 and The Literacy Shed to provide a variety of stimuli.</p>
	<p>Punctuation focus</p> <p>Capital letters, full stops, exclamation marks and question marks. Capital letters for all proper nouns. Apostrophes in the correct place. Inverted commas for UA children.</p>	<p>Extended writing</p> <ul style="list-style-type: none"> • <i>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</i> • <i>Writing for different purposes</i> • <i>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about</i> • <i>Writing down ideas and/or key words, including new vocabulary</i> • <i>Encapsulating what they want to say, sentence by sentence</i> • <i>Make simple additions, revisions and corrections to their own writing</i> • <i>Evaluating their writing with the teacher and other pupils</i> • <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i> • <i>Proof-reading to check for errors in spelling, grammar and Punctuation [for example, ends of sentences punctuated correctly]</i> • <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i>



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<ul style="list-style-type: none"> <i>Making inferences on the basis of what is being said and done</i> <p>Inference tasks based on Skills Comprehension</p> <ul style="list-style-type: none"> <i>Predicting what might happen on the basis of what has been read so far</i> <p>Predicting questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Comprehension tasks based on non-fiction texts</p>		<p>Write an explanation text (information leaflet) to inform a reader of 'How to Stay Healthy'.</p> <p>Write a report about visiting the 'MFL' café.</p> <p>Write a newspaper report about how Castlecroft children participated in a range of activities for Comic/Sport Relief.</p> <p>Further writing activities to be planned, as necessary, for evidence gathering towards final writing judgements.</p> <p>Rising Stars Spring 2 assessment: Christopher Columbus: Biography</p>
<p>Shared Reading</p> <ul style="list-style-type: none"> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> <i>Discussing their favourite words and phrases</i> <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> <i>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</i> <p>Through class reader and other shared texts</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Read and discuss non-fiction texts and books</p>	<p>Cross curricular links and other writing prep</p> <p>History link - Write a diary account as Samuel Pepys</p> <p>History link - Complete comprehension questions based on the diary of Samuel Pepys (possible homework activity)</p>	<p>Handwriting</p> <ul style="list-style-type: none"> <i>Form lower-case letters of the correct size relative to one another</i> <i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i> <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> <i>Use spacing between words that reflects the size of the letters</i>
<p>Phonics/Decoding</p> <ul style="list-style-type: none"> <i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</i> <i>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</i> <i>Read accurately words of two or more syllables that contain the same graphemes as above</i> <i>Read words containing common suffixes</i> <i>Read further common exception words, (SEE SPELLING LISTS) noting unusual correspondences between spelling and sound and where these occur in the word</i> 	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i> <i>Distinguishing between homophones and near-homophones</i> 	<p>Speaking and listening</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i> <i>Distinguishing between homophones and near-homophones</i>



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<ul style="list-style-type: none"> • <i>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</i> • <i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i> • <i>Re-read these books to build up their fluency and confidence in word reading</i> • <i>Read some homophones</i> 	<ul style="list-style-type: none"> • <i>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</i> • <i>Apply spelling rules and guidance, as listed in English Appendix 1</i> • <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i> 	<ul style="list-style-type: none"> • <i>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</i> • <i>Apply spelling rules and guidance, as listed in English Appendix 1</i> • <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i>
<p>These Learning Objectives will be covered through the RWInc phonics programme. The order will depend on which group the children are in and this will be assessed termly.</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>



Castlecroft Primary School English Medium Term Plan

Year 2 Summer 1

Reading:	Prep for writing-GPS:	Writing:
<p>Decoding/independent reading</p> <ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading</i> • <i>Answering and asking questions</i> • <i>Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</i> <p>Through independent reading and when reading aloud in class The children will always be asked what questions have you got about what you/we just read?</p>	<p>Analysis of text</p> <p>What are the features of instruction writing?</p> <p>Look at examples of descriptive writing, written in the 'first person'.</p> <p>What are the features of narrative/story writing?</p>	<p>Stimulus</p> <p>Look at different instructions, including recipes and refer back to their instructions for Hal the Highwayman's mask.</p> <p>Hot air balloon ride scene to describe using all of the senses.</p> <p>Literacy Shed - 'The Way Back Home' - video clip.</p>
<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> • <i>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</i> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>Discussing their favourite words and phrases</i> • <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> <p>Read class readers and stories and discuss as a class assessing the shared reading targets</p> <p>Comprehension tasks based on narratives, including retrieval and vocabulary focus questions</p> <ul style="list-style-type: none"> • <i>Discussing the sequence of events in books and how items of information are related</i> <p>Sequencing questions in comprehension tasks based on narrative</p>	<p>Grammar focus</p> <p>Commas in a list Using full stops, exclamation marks and question marks 'To be' verbs Identifying adverbs Identifying nouns Identifying adjectives</p> <p>Punctuation focus</p> <p>Capital letters, full stops, exclamation marks and question marks. Capital letters for all proper nouns. Using commas appropriately, especially when using more than one adjective to describe something. Inverted commas for UA children.</p>	<p>Quick write tasks</p> <p>A weekly 'Quick write' task will be completed on a template using Pobble 365 and The Literacy Shed to provide a variety of stimuli.</p> <p>Extended writing</p> <ul style="list-style-type: none"> • <i>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</i> • <i>Writing for different purposes</i> • <i>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about</i> • <i>Writing down ideas and/or key words, including new vocabulary</i> • <i>Encapsulating what they want to say, sentence by sentence</i> • <i>Make simple additions, revisions and corrections to their own writing</i> • <i>Evaluating their writing with the teacher and other pupils</i> • <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i> • <i>Proof-reading to check for errors in spelling, grammar and Punctuation [for example, ends of sentences punctuated correctly]</i> • <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i> <p>Write a set of instructions for the end of play time routine.</p>



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<ul style="list-style-type: none"> <i>Making inferences on the basis of what is being said and done</i> <p>Inference questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Predicting what might happen on the basis of what has been read so far</i> <p>Predicting questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Comprehension tasks based on non-fiction texts</p>		<p>Write a set of instructions for how to make a cheese and ham sandwich.</p> <p>Write a set of instructions for....children's own choice.</p> <p>Descriptive writing - encouraging the use of adjectives and adverbs when describing a ride in a hot air balloon, using all of their senses.</p> <p>Write a short story based on a boy's visit to the moon in 'The Way Back Home.' (A Literacy Shed video clip)</p> <p>Rising Stars Summer 1 assessment: How To Plant Bulb: Instructions</p>
<p>Shared Reading</p> <ul style="list-style-type: none"> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> <i>Discussing their favourite words and phrases</i> <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> <i>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</i> <p>Through class reader and other shared texts</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Read and discuss non-fiction texts and books</p>	<p>Cross curricular links and other writing prep</p>	<p>Handwriting</p> <ul style="list-style-type: none"> <i>Form lower-case letters of the correct size relative to one another</i> <i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i> <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> <i>Use spacing between words that reflects the size of the letters</i>
<p>Phonics/Decoding</p> <ul style="list-style-type: none"> <i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</i> <i>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</i> <i>Read accurately words of two or more syllables that contain the same graphemes as above</i> <i>Read words containing common suffixes</i> <i>Read further common exception words, (SEE SPELLING LISTS) noting unusual correspondences between spelling and sound and where these occur in the word</i> <i>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</i> 	<p>Spelling/Encoding</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i> <i>Distinguishing between homophones and near-homophones</i> <i>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</i> 	<p>Speaking and listening</p> <ul style="list-style-type: none"> <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i> <i>Distinguishing between homophones and near-homophones</i> <i>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</i>



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<ul style="list-style-type: none">• <i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i>• <i>Re-read these books to build up their fluency and confidence in word reading</i>• <i>Read some homophones</i>	<ul style="list-style-type: none">• <i>Apply spelling rules and guidance, as listed in English Appendix 1</i>• <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i>	<ul style="list-style-type: none">• <i>Apply spelling rules and guidance, as listed in English Appendix 1</i>• <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i>
<p>These Learning Objectives will be covered through the RWInc phonics programme. The order will depend on which group the children are in and this will be assessed termly.</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>



Castlecroft Primary School English Medium Term Plan

Year 2 Summer 2

Reading:	Prep for writing-GPS:	Writing:
Decoding/independent reading	Analysis of text	Stimulus
<ul style="list-style-type: none"> • <i>Checking that the text makes sense to them as they read and correcting inaccurate reading</i> • <i>Answering and asking questions</i> • <i>Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves</i> <p>Through independent reading and when reading aloud in class The children will always be asked what questions have you got about what you/we just read?</p>	<p>What information needs to be included in a non-chronological report? (revision)</p> <p>What are the features of narrative/story writing?</p> <p>Revise the features of a letter.</p> <p>Revise the features of a diary.</p>	<p>Day visit to Kingswood Trust education centre.</p> <p>Read a range of non-fiction books/texts about guinea pigs and other creatures.</p> <p>Literacy Shed - 'Once in a Lifetime' - video clip.</p> <p>'The Magic Door' - story planning sheet.</p> <p>'The Owl and the Pussycat' by Edward Lear</p> <p>'Please Mrs Butler' by Allan Ahlberg</p>
Comprehension	Grammar focus	Quick write tasks
<ul style="list-style-type: none"> • <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> • <i>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</i> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> • <i>Discussing their favourite words and phrases</i> • <i>Understand both the books they can already read accurately and fluently and those they listen to</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> • <i>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</i> <p>Read class readers and stories and discuss as a class assessing the shared reading targets</p> <p>Comprehension tasks based on narratives, including retrieval and vocabulary focus questions</p> <ul style="list-style-type: none"> • <i>Discussing the sequence of events in books and how items of information are related</i> 	<p>Contractions</p> <p>Apostrophe for possession</p> <p>Commas in a list</p> <p>Writing questions and using '?'</p> <p>Identify adjectives (when not next to the noun)</p> <p>Past and present tense</p> <hr/> <p>Punctuation focus</p> <p>Capital letters, full stops, exclamation marks and question marks.</p> <p>Capital letters for all proper nouns.</p> <p>Using commas appropriately, especially when using more than one adjective to describe something.</p> <p>Inverted commas for UA children.</p>	<p>A weekly 'Quick write' task will be completed on a template using Pobble 365 and The Literacy Shed to provide a variety of stimuli.</p> <hr/> <p>Extended writing</p> <ul style="list-style-type: none"> • <i>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</i> • <i>Writing poetry</i> • <i>Writing for different purposes</i> • <i>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about</i> • <i>Writing down ideas and/or key words, including new vocabulary</i> • <i>Encapsulating what they want to say, sentence by sentence</i> • <i>Make simple additions, revisions and corrections to their own writing</i> • <i>Evaluating their writing with the teacher and other pupils</i> • <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i>



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<p>Sequencing questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Making inferences on the basis of what is being said and done</i> <p>Inference questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Predicting what might happen on the basis of what has been read so far</i> <p>Predicting questions in comprehension tasks based on narrative</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Comprehension tasks based on non-fiction texts</p>		<ul style="list-style-type: none"> <i>Proof-reading to check for errors in spelling, grammar and Punctuation [for example, ends of sentences punctuated correctly]</i> <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i> <p>Write a diary for our return visit to Kingswood Trust education centre. Plan and write a non-chronological report about guinea pigs. Plan and write a non-chronological report about a different creature.... children's own choice.</p> <p>Plan and write a descriptive narrative based on 'Once in a Lifetime.' (A Literacy Shed video clip)</p> <p>Plan and write short story entitled 'The Magic Door'.</p> <p>Plan and write a poem based on 'The Owl and the Pussycat', changing the animals and details of the first verse.</p> <p>Plan and write an extra verse for the classic poem, 'Please Mrs Butler', changing what Derek Drew does, what the teacher suggests and the 'pet' names the teacher gives to the children.</p> <p>Rising Stars Summer 2 assessment: 'Flying High': Story</p>
<p>Shared Reading</p> <ul style="list-style-type: none"> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding</i> <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> <i>Discussing their favourite words and phrases</i> <i>Drawing on what they already know or on background information and vocabulary provided by the teacher</i> <i>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</i> <p>Through class reader and other shared texts</p> <ul style="list-style-type: none"> <i>Being introduced to non-fiction books that are structured in different ways</i> <p>Read and discuss non-fiction texts and books</p>	<p>Cross curricular links and other writing prep</p> <p>History link - comprehension style questions about Florence Nightingale's early life.</p> <p>History link - write a non-chronological report about the life and work of Florence Nightingale.</p>	<p>Handwriting</p> <ul style="list-style-type: none"> <i>Form lower-case letters of the correct size relative to one another</i> <i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i> <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> <i>Use spacing between words that reflects the size of the letters</i>
<p>Phonics/Decoding</p>	<p>Spelling/Encoding</p>	<p>Speaking and listening</p>



Castlecroft Primary School English Medium Term Plan

<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, (SEE SPELLING LISTS) noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading • Read some homophones 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
<p>These Learning Objectives will be covered through the RWInc phonics programme. The order will depend on which group the children are in and this will be assessed termly.</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>	<p>These Learning Objectives will be covered through the RWInc phonics programme, the RWInc spelling programme and GAPs lessons. Spelling word lists sent home weekly and tested</p>