

2Simple Planning Medium Term Plan YEAR 2 TERM 1 Based on NLS unit plans

Objectives have been shortened for ease of reference, please refer to full objectives on the weekly plans.

Stories with familiar settings, instruction texts, rhyming and non rhyming poetry .
t.oxon-lea.gov.uk/weblinks/pri_literacy.html has links to different types of electronic texts

Sentence Objectives	Text Objectives for Units	Suggestions for Learning Outcomes	Text suggestions 2simple take no responsibility for content	Suggestions for using 2simple products	Link to example
<p>S1 awareness of grammar to decipher unfamiliar words; S2 to find examples of words phrases that link S3 commas/ exclam. marks in reading; S4 to read own writing for sense of punctuation</p>	<p>Narrative 1 Familiar settings -2 Weeks T1 to reinforce/apply word-level skills T2 to use phonic/context/grammar skills for reading and understanding T3 to be aware of the difference between spoken and written language T4 to understand time and sequential relationships T6 discuss familiar story themes / link own experience T9 apply phonological, graphic knowledge to spelling T11 to use language of time to structure events</p>	<p>Retell orally and then write a story that is clearly sequenced and uses some language of time</p>	<p>Books by Mairi Hedderwick (Katy Morag stories) enable links to be made with geography. Also Mary Hoffman, Shirley Hughes, Jamila Gavin, Philippa Pierce Anne Fine, Ann Cameron, Allan Ahlberg.</p>	<p>T3 T6. Use 2Create a Story (2CAS) to record own story S4 Use 2CAS to record reading own writing T4, T6. Use 2 Publish or 2CAS to import photos of children acting out story. Use 2Review+ to evaluate a visit to a place</p>	<p>Pakistan 2cas</p>
<p>S1 to use awareness S3 to recognise a commas S4 to re-read own writing S5 other uses of capitalisation,</p>	<p>Poetry- 2 Weeks T1 to reinforce/apply word-level skills T2 to use phonic/context etc to decipher and predict text T7 to learn, re-read and recite favourite poems T8 to collect and categorise poems T9 apply p/c/g knowledge to spell T12 simple poetry structures substitute own ideas, write</p>	<p>Learn and recite a short poem. Write own poem for a class anthology</p>	<p>Poems with familiar settings e.g. by Allan Ahlberg, Jill Bennett, Roger MacGough, Michael Rosen, Wendy Body,</p>	<p>T9, T1, T7. Use Dev Tray eg.s 22, 23,14. T12. Use 2 publish Border template to publish own poem. T12. Use 2CAS or Music Toolkit to make multi media poem.</p>	
<p>S1 to use awareness of grammar S2 to find examples, words that link sentences S4 to read own writing for punctuation S5 to revise capitalisation</p>	<p>Instructions - 2 Weeks T1 to reinforce/apply word-level skills T2 to use p/c/g skills in reading T9 to use p/c/g skills in spelling T13 to read simple written instructions in T14 to note key structural features T15 to write simple instructions, e.g. getting to school,; T16 to organise instructions T18 to use appropriate register is, i.e. direct, impersonal,</p>	<p>Oral instructions Write some instructions that are clearly sequenced and use some correct language</p>	<p>Instructions from real life; e.g. recipes, fire procedures, games, toys. Verbal instructions such as directions, how to construct something . Search using key words such as 'recipes+children' or 'children's games'</p>	<p>T15. Use 2CAS to import photos and write instructions. S4 record self reading own writing. T18 Use 2CAS voice recording to practise appropriate register</p>	

<p>S1 to use awareness of</p> <p>S2 to find examples of words for time</p> <p>S3 to recognise read with commas;</p> <p>S4 to re-read own writing for sense;</p> <p>S5 other uses of capitalisation,</p>	<p>Narrative 2 - 2 Weeks</p> <p>T1 to reinforce /apply word-level skills</p> <p>T2 to use p/c/g skills in reading</p> <p>T4 to understand time and sequential relationships in stories</p> <p>T5 to identify and discuss reasons for events in stories,</p> <p>T9 apply phonological, graphic knowledge to spelling</p> <p>T10 to use story structure to write about own experience</p> <p>T11 to use language of time to structure a sequence e.g. 'when I had finished...'</p>	<p>Tell an anecdote about self in sequence.</p> <p>Write a clearly sequenced story use some time words</p>	<p>Mairi Hedderwick http://www.Itscotland.org.uk/storybook/index.htm# Mary Hoffman, Shirley Hughes, Jamila Gavin, Philippa Pierce Anne Fine, Ann Cameron, Allan Ahlberg</p>	<p>T4. Use 2Publish to make own story.</p> <p>S4 Use 2CAS to record reading own writing</p> <p>T4, T6. Use 2Publish or 2CAS to import photos of children acting out story; freeze framed in sequence</p> <p>Use 2Connect to put events in a story into sequence.</p>	<p>Lewis 2cas</p>
<p>S1 to use awareness of</p> <p>S4 to re-read own writing for;</p> <p>S5 to revise uses capitalisation,</p> <p>S6 to use a variety of simple devices, e.g. arrows, lines, boxes,</p>	<p>Instructions 2- 1 week</p> <p>T1 to reinforce/apply word-level skills</p> <p>T2 to use phonological, contextual, grammatical and graphic knowledge when reading</p> <p>T9 through shared and guided writing to apply this knowledge</p> <p>T13 to read simple written instructions</p> <p>T14 to note key structural features, e.g. clear statement</p> <p>T15 to write simple instructions</p> <p>T16 to use models from reading to organise instructions</p> <p>T17 to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions;</p> <p>T18 to use appropriate register in writing instructions</p>	<p>Clear Oral instructions & written instructions that use some correct language and diagram</p>	<p>Instructions from real life; e.g. recipes, fire procedures, games, toys. Verbal instructions such as directions, how to construct something .</p> <p>Search using key words such as 'recipes+children' or 'children's games'</p>	<p>T15. Use 2CAS to import photos and write instructions.</p> <p>S4 record self reading own writing; improve language before writing</p> <p>T11 Use 2 publish template to include diagram in instructions</p>	<p>e</p>
	<p>2 SIMPLE PLANS</p>	<p>YEAR 2 TERM 1</p>	<p>JULIE STEER</p>		