

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Spring 1 – Animal fiction/Traditional Tales/Instructional writing Spring 2 – Historical fiction/Play Scripts/Humorous Poems	2	Spring	12 weeks
<b>Spring 1</b>				
<p><b>NC skills explored linked to topic.</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Check the text makes sense</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul>				
<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>		
<b>2 weeks</b>	The Dragon Machine Pathways to write. <b>(Narrative)</b>	<p><b>Overview</b> A story about a boy who builds a Dragon Machine to take the little Dragons back home.</p>		

	<p><b>Purpose</b> – To entertain.</p>	<p>(Links to PSHE work dealing with feelings and making decisions)</p> <p><b>Writing outcome:</b> To write a story based upon the model text using own ideas for a change of character and machine.</p> <p><b>Greater depth writing outcome:</b> To write the story in first person from new character’s point of view to allow for description of emotions and viewpoint throughout the story.</p>	
<p><b>Spellings RWI linked to Unit</b></p> <ul style="list-style-type: none"> <li>• Possessive apostrophes</li> <li>• The /r/ sound spelt /wr/</li> </ul> <p>Adding the suffixes –er or –est (1)</p>		<p><b>NC vocabulary linked to unit.</b></p> <p>every(where) break(ing) great would beautiful last should</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>overlook perch havoc troublesome advice consult tragic lumbered wreckage venture telephone tulips encyclopaedia machine undercarriage</p>
<p><b>Cycle 1, Week 1</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b></p> <p>Divide pupils into mixed ability groups of 5 or 6. Give each group an envelope containing picture clues from the text. Give pupils time to think and discuss pictures. Use the clues to predict the story: Who are the characters? Is there a main character? Have you seen these characters before? Where is this story set? Do you know a place like this? What will happen in this story? What will happen at the end?</p> <p><b>Skill: To use present tense (Session 2)</b></p> <p>Explore ‘ing’ and ‘ed’ past and present words. Look at the root words and sort. Create a ‘Beware of Dragons’ poster. Model writing mainly in the present tense as the dragons are here now. Also begin to look at the use of present progressive (adding -ing) to describe what the dragons are doing at the moment. Discuss the need to use commands within the writing as the pupils will be telling people what they need to do. e.g. Beware!</p> <p><b>Skill: To write sentences with different forms. (Session 4)</b></p>		

Look at statements, questions, exclamations and commands. Create some linked to the story can the children punctuate them effectively as an application element have them write a letter to the Mr Gentle to explain the dragons behaviour around school. See session 4 for examples.

**Skill: To write commands (Session 6)**

Ask pupils to work with a partner to discuss rules for looking after dragons. Give picture prompts from the previous pages (to add to warnings listed on the encyclopaedia page) e.g. keep your dragon away from ponds. Collect a whole class list of verbs that could be used e.g. keep, put, do not, help, feed. Model beginning a command with a verb e.g. Verb: Keep away from pets, Shut your front door and do not let a dragon enter. Also discuss how a sentence might start differently using words such as always /never e.g Never take a dragon to a sweet shop. Create a leaflet using commands.

**Skill: To use expanded noun phrases (Session 7).**

Display pictures of locations where dragons are found e.g. cave, forest, mountain, cliff, volcano, under a castle. Divide pupils into mixed ability groups and give each group one dragon location to focus on. Describe the setting using noun phrases. List the nouns from the picture e.g. arch, rock, pool, sunlight, shadow. Remind pupils that we can describe and specify e.g. tall, stone arch; deep, dark rock pool; sunlight in the archway. Write a description of the place they think dragons belong to.

**Skill: To use subordination 'because' and 'when' (Session 6)**

Discuss subordination and what subordinating clauses are. Teach these in context using because and when as the model today. Get pupils to choose their own mischievous creature for invention e.g. mermaid, fairy, elf, monster, alien, dinosaur, robot. Ask them to draw a picture of their machine. It would be a good idea to create a class creature/machine to support modelled writing. ! Pupils create a character description for their chosen creature using some of the role on the wall words (from session 3). Apply using subordinating conjunctions e.g. Its arms swing when it talks and use of exclamatory sentences e.g. What a naughty robot she is!

**Viper reading focus (Build vocabulary and make inferences) (Session 7)**

Explore unfamiliar vocabulary. What have George and the dragons seen as they flew above the sleeping town? Begin to make a list using

Cycle 1, Week 2.

the pupils' ideas. Watch the film clip 'Test ride' from 'How to train your dragon' to support pupils in experiencing bird's eye view.

<https://www.youtube.com/watch?v=KW32gAHpv2E>.

Ask questions: What can you see when you look down? Is there anything you can see from above that you wouldn't see from the ground? Complete a senses grid.

**Skill: To use past tense verbs (Session 10 Pt2)**

Investigate the verbs in the text which describe the machine's flight: lumbered, followed, clicked, whirred, rattled, clattered, banged. Add further verbs which could be used e.g. climbed, carried, soared, hopped, chased, tailed, crashed. Give pupils word cards with the root words on for them to edit and add the past tense ending before sorting them according to the rules (see resources): Pupils to write a diary in past tense to describe flying in the machine and looking down over the setting. Use verbs in the past tense to describe how the dragon machine flew. Begin diary with an exclamation sentence or question. Refer to the planning structure from session 5.

**Skill: To plan a story (Session 11/12)**

As a class sequence the events in the story using a 3- part story structure (see resources). Add some of the key phrases from the text e.g. '...unseen, ignored and overlooked the dragons went unnoticed' 'And then the trouble began' '...and the dragons followed'. Plan their own story using provided grid.

**Skill: To write a story (Session 13/14)**

Pupils to write their own version of the story with new characters based on their plans and ideas.

**Skill: To edit and improve (Session 15)**

Reflect on independent writing and all the key skills taught within the in the unit...

Have they:

- Written sentences with different forms?
- Can they use punctuation correctly – full stops, capital letters?
- Are they using subordination(because/when)
- Use present and past tense consistently?

**NC skills explored linked to topic.**

**Spoken Language**

- Articulate and justify answers, arguments and opinions;
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- Gain, maintain and monitor the interest of the listeners

### Reading comprehension

- Listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently;
- Predict what might happen on the basis of what has been read so far;
- Make inferences on the basis of what is being said and done.
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales;
- Discuss the sequence of events in books and how items of information are related;
- Make inferences on the basis of what is being said and done.
- Participate in discussion about books, poems and other works that are read to them, taking turns and listening to what others say.

### Writing Composition

- Plan or say out loud what they are going to write about; In narratives, create settings, characters and plot;
- Write down ideas and/or key words, including new vocabulary.
- Encapsulate what they want to say, sentence by sentence; Read aloud what they have written with appropriate intonation to make the meaning clear;
- Evaluate their writing with the teacher and other pupils;
- Reread to check that their writing makes sense;
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### Grammar

- Use subordination (when, if, that, or because) and co- ordination (or, and, or but)

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p><b>Baba Yaga</b></p> <p><b>Resources</b>  <a href="#">Traditional Tales from Other Cultures   Year 2 English Plans   Hamilton Brookes (hamilton-trust.org.uk)</a></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview of unit</b> A Russian Traditional Tale that is closely linked to the German Traditional Tale Hansel and Gretel.</p> <p><b>Writing Outcome</b> To write a version of the story changing characters and setting.</p> <p><b>Greater Depth Writing Outcome</b> To write form the perspective of another character such as the witch.</p>	
<p><b>RWI Spellings linked to topic.</b></p> <ul style="list-style-type: none"> <li>• Red words</li> <li>• Adding the suffixes –er or –est (2)</li> </ul>		<p><b>NC vocabulary linked to unit.</b></p> <p>Would, every, who, both, most, parents, because, everybody,</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>treacherous, despaired,</p>



**Viper reading focus (Build vocabulary and retrieve)**

Children work with a partner to sort the **Comparison Cards** onto the **Comparison Table**. They first have to decide which book the quote comes from and then they think about which category it belongs to. They stick the card on the table. They compare their table with another pair of children and talk about any differences that they find. Children can work in an adult-led group, reading and sorting one set of cards together. EXT: When they have finished the table, challenge children to write sentences comparing the 2 books, using the stems: The books are similar because... The books are different because...

**Skill: To use different sentence types**

Look at one of the children's pictures of Hansel and Gretel or Baba Yaga's House. Display on screen the short text, **House Writing** (*plan resource*), and read this to the class. With children's help, identify statement sentences in the text. Repeat, this time asking children to find questions. Finally, help children to locate the commands in the text. Highlight a further sentence (*What a sight!*) and ask children if they can identify this sentence type: is it either a statement or a question? Is it a command? Explain that it is an exclamation and use **Sentences Presentation** (*see resources*) to cement children's understanding of this sentence form. Children write sentences about their house picture. They try to include statements, questions, commands and exclamations.

**Skill: To plan a story.**

To plan a version of the story changing character and setting. Focus on the three part story and use proforma's from Twinkl or Pathways.

**Skill: To write a story.**

To write a version of the story changing character and setting. Focus on the three-part story and use proforma or storyboard from yesterday to write the story ensuring it has a beginning middle and end.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Written expanded noun phrases to describe and specify?
- Can they use punctuation correctly – full stops, capital letters?
- Do they have a clear beginning, middle and end?

- Are they using tense correctly?
- Are they using a range of sentence types?

**NC skills explored linked to topic.**

**Reading comprehension**

- Look at different forms of instruction, e.g. written, spoken or pictorial and think about why they are useful for different purposes.
- Notice how adverbs of time, e.g. first, next, then are used to sequence information and make it easy to follow.
- Follow simple instructions.
- Identify features of instructional writing.
- Recognise how adverbs of manner are used in instruction texts to give more precise information.

**Writing Composition**

- To write a clear set of instructions for making a sandwich
- Give information about how to make a sandwich
- Are in a clear order for the reader to follow.

**Grammar**

- Includes clear and complete sentences that begin with adverbs of time.
- Uses adverbs of manner to clearly show the reader how to make a sandwich e.g. carefully, gently etc

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p><b>The Disgusting Sandwich</b></p> <p><b>Resources</b>  <a href="https://www.edshed.com/en-gb/resource/the-disgusting-sandwich-by-gareth-edwards-5-7-en-gb">https://www.edshed.com/en-gb/resource/the-disgusting-sandwich-by-gareth-edwards-5-7-en-gb</a></p> <p>Non-fiction</p> <p>Explanation text</p> <p><b>Purpose</b> -To inform.</p>	<p><b>Overview</b>            Is this the most disgusting sandwich ever? It's sandy, goopy, squishy, sluggy and slimy. But one very hungry badger still wants to eat it...or does he? A gloriously yucky story, with a wicked twist in the tale  <i>(Links with Science an prepares children for where my food comes from topic next half term)</i></p> <p><b>Writing outcome:</b>            To write instructions of how to make to make disgusting sandwich.</p> <p><b>Greater Depth Writing Outcome:</b>            To write instructions of how to make to make disgusting sandwich. With added ingredients.</p>



<p><b>RWI spellings linked to topic.</b></p> <p>Adding the suffixes –er or –est (3) Homophones</p>	<p><b>NC vocabulary linked to unit.</b></p> <p>Because, after, most, only, both, again, improve, move, should. Many sugar, steak, great, told, gold, half, people, pretty, would, could.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Badger, flowerbed, pondweed, slither, gloop, abominable, distasteful, gruesome, horrific, loathsome, repugnant, objectionable, vulgar.</p>
<p><b>Cycle 1, Week 5</b></p>	<p><b>Viper reading focus (Build vocabulary and explain)</b></p> <p>Explore the front cover of the book together as a class. What can the children see on the front cover? What type of book do they think this will be? What do they predict will happen in the book? Then, read the book to the children. As you read, use the Vipers Discussion Guide to ask the children questions about the book. For example – Page 4 – What adjective has been used to describe the boy’s sandwich? Page 6 – Do you think the badger was glad that the boy dropped his sandwich? Why? Page 10 – Why do you think the author has repeated the word ‘disgusting’? After reading, ask the children to share their initial opinions of the book. Do they like the book? Why? Why not? Display Resource 1a and model verbally completing each sentence to provide your own opinion on the book and its events.</p> <p><b>Skill: To use adjectives to describe</b></p> <p>Display and hand out copies of Resource 2a and ask the children what an adjective is. Agree that an adjective is a word that is used to describe a noun. Check the children’s understanding of adjectives, by challenging them to fill in the blanks on the resource with adjectives. Children could work with a partner, in a small group or independently. Explain to the children that today, they will use adjectives to describe the disgusting sandwich and its ingredients. Stick a copy of the illustration of the sandwich, from the front cover of the book, on the whiteboard and ask the children to identify the different nouns that make up the sandwich. E.g. bread, peanut butter, slugs, sand, ants, etc. Design their own sandwich.</p> <p><b>Skill: To use verbs and adjectives</b></p> <p>Look at differences between the two and sort. Display Resource 3a on the whiteboard and read the product description for a chocolate cake together as a class. As you read, ask the children to identify the</p>	

adjectives used to describe the product. E.g. rich, creamy, soft, etc. Also, draw the children's attention to the use of verbs to describe the different elements of the product. E.g. sink, sandwiched, topped, etc. Explain that today, they will write a product description to describe their own disgusting sandwich, that will entice people to buy/eat it. Display the picture of the sandwich, from the front cover of the book, on the whiteboard, along with your adjectives from the previous lesson and, with the children's help, model writing a product description for this sandwich. As you do so, model how to use a range of adjectives and verbs to describe what the sandwich looks and tastes like. For example: **Feast on this delectable sandwich made on soft white bread and oozing with creamy peanut butter.**

**Skill: To use vocabulary for effect**

Share the lesson objective with the children and explain that today, they will create a range of catchy slogans for their own disgusting sandwiches. Do the children know what a slogan is? Encourage the children to use the examples from the opening activity to support their ideas. Explain that a slogan is a short, memorable phrase, that is used in advertising. Explain that when people hear/see a slogan, they should be able to identify the brand that is being advertised. Ask the children to look back at the slogans from the opening activity and ask them to choose which slogans they think are the most effective. Invite the children to explain their reasons, discussing the careful use of vocabulary for effect. Using the word bank provided, children create a range of slogans for their disgusting sandwich. Children think in threes and begin to use alliteration for effect. **Resource 4c**

**Skill: To use different sentence types.**

Explain to children that they are going to design an advertisement for their sandwich today. Explain to the children that today, they will create an advertisement poster for their disgusting sandwich. Provide the children with copies of Resource 5a (an example advertisement poster for a chocolate cake) and display Resource 5b on the whiteboard. Go through the checklist together as a class and discuss what each feature is. Ask the children to locate an example of each feature within the poster provided on Resource 5a and discuss the effect of each feature. Focus more closely on the new features of rhetorical questions and the different persuasive techniques used to entice the reader to buy the product. Then, using the template provided on Resource 5c as a guide, model creating your own persuasive advertisement on a large sheet of sugar paper for the disgusting sandwich from the book. Model writing: • an eye-catching product name • rhetorical questions to grab the reader's attention –

**Cycle 1, Week 6.**

demonstrate how to punctuate these with question marks • your product description • your catchy slogan • a product image • a label to entice the reader to buy it. E.g. NEW! JUST IN! LIMITED EDITION • the price • further information about where the sandwich can be bought.

### **Viper reading focus (Build vocabulary and sequence)**

Explain to the children that in the previous game, they had to listen to and follow instructions in order to be successful. Write the word 'instruction' on the whiteboard and ask the children to explain their understanding of this word. Invite the children to share their ideas and discuss what instructions are and when the children might see, hear and follow instructions in everyday life. Display Resource 6a on the whiteboard and read this set of instructions together as a class. Children could act them out as you read. Ask the children to consider the structure/order that a set of instructions are given in. What would happen if the order was muddled? **Resource 6b** – Focus on the vocabulary such as first, next etc

### **Skill: To identify features of instructions**

Explain to the children that in the previous game, they had to listen to and follow instructions in order to be successful. Write the word 'instruction' on the whiteboard and ask the children to explain their understanding of this word. Invite the children to share their ideas and discuss what instructions are and when the children might see, hear and follow instructions in everyday life. Display Resource 6a on the whiteboard and read this set of instructions together as a class. Children could act them out as you read. Ask the children to consider the structure/order that a set of instructions are given in. Time conjunctions – Used to tell the reader the order in which to do something. • Imperative verbs – Used to tell the reader which actions to carry out. • Adverbs – Used to tell the reader how to carry out each action. • Tips – Used to give the reader tips and warnings. With the children's help, locate examples of each of these features within **Resource 6a** and record these on **Resource 7a**

### **Skill: To plan a recipe**

Provide the children with copies of Resource 8a and ask them to design their perfect sandwich. 1. First, choose the type of bread you will use. 2. Then, choose whether your sandwich will have butter or not. 3. Next, choose 3/4 fillings for your sandwich. 4. Finally, choose if it will have any extra sauces/dressings.

	<p><b>Skill: To write a set of instructions</b> On the template provided, children write a set of instructions based on 'How to Make the Perfect Sandwich'. Children use their planning ideas from the previous lesson and include most structural and language features.</p> <p><b>Skill: To edit and improve</b> Reflect on independent writing and all the key skills taught within the in the unit. Have they:</p> <ul style="list-style-type: none"> <li>➤ Sequenced events?</li> <li>➤ Used conjunctions of time?</li> <li>➤ Used imperative verbs?</li> <li>➤ Used present tense?</li> </ul>
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**Spring 2**

**NC Skills Linked to Unit**

**Spoken language:**

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**

- Read non-fiction books that are structured in different ways
- Discuss and clarify the meaning of words
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Explain and discuss their understanding of books, poems and other material

**Writing composition:**

- Write narratives about personal experiences and those of others (real or fictional)
- Plan or say out loud what is going to be written about
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation

<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>
2 Weeks	<b>Major Glad Major Dizzy</b>	<b>Overview</b>

	<p><b>Purpose – To entertain</b></p>	<p>A story of a toys soldiers’ personal journey through the ages.  <b>(Links to growing up topic in Science and also to relationships and growing up in PSHE)</b></p> <p><b>Writing outcome:</b>  To write a diary recount of historical events from the text from Major Glad’s point of view</p> <p><b>Greater depth writing outcome:</b>  Include in the diary how Major Dizzy felt. What did Major Glad notice about him?</p>	
<p><b>RWI spelling patterns linked to unit.</b></p> <ul style="list-style-type: none"> <li>• The /ee/ sound spelt /ey/</li> <li>• Adding the suffix –ness</li> <li>• Words ending in –il and words where /s/ makes the /zh/ sound</li> </ul>	<p><b>NC vocabulary linked to unit.</b></p> <p>Many, even, eye(s) whole, past, would, floor, fast, hour, hold, after, class, could.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Bulged, dainty, mislaid, private, fortunate, manly, ceased, adventurous, contraptions, befall, sampler, servant, floorboards, needle, empire, invent, horseless, carriage, tunnel, pantaloons</p>	
<p><b>Cycle 1, Week, 7</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve) (Session 1)</b>  Encourage them to look more closely at the sentence ‘All day long they lined us up...and knocked us down.’ Question whether this gives us any more information about the type of toys this could be. Sort other toys old and new what do you know about them predict what they do and how old they are?</p> <p><b>Skill: To use past and present verbs correctly (Session 3)</b>  Take ideas and model writing them in the progressive form: e.g. The cat is watching. The marble is spinning quickly. The skittles are rolling. The brave soldiers are standing proudly. Pupils write their own sentences to describe the image. Prompt by listing other nouns in the picture they could write statements for (curtains, camel, floorboards, sheep). Encourage use of additional description.</p>		

**Cycle 2, Week 8.**

**Skill: To use subordination 'when' (Session 5)**

Model write a letter to a hero of your own (this could be a family member or someone in the public eye) making sure to talk through verb choices to match the tense of the letter. Include further application of the conjunction when within the letter.

**Skill: To use the possessive apostrophe (Session 6)**

Complete some sentences linked to the story adding the possessive apostrophe correctly. Encourage the children then to apply the skill by writing a description of what Amelia was doing. Amelia was not kind. Amelia was sitting on the floorboards. She was putting William's soldiers between the cracks because she didn't want him to play with them. Amelia was not being kind to the soldiers.

**Skill: To use subordination (Unit 7)**

Focus on the other senses (see resources). Encourage children to explain their feelings and actions using (so) that and because. Add to this as a group. Revisit subordination and why it is used. Link to the context of the story using examples at that point in the text. Pupils use this to create a senses account of the time under the floor. Encourage children to organise this clearly. e.g. Under the floor When Amelia dropped us under the floorboards..... (Feel) I felt scared under the floor because it was so dark. I had to search for the little bits of light through the cracks so that I could see.

**Viper reading focus (Build vocabulary and predict) (Session 8)**

Explore and replace vocabulary in the book for more ambitious vocabulary.

Read the next page up to 'we'd like to come back up now.' Focus on the sentence Little William and Amelia had vanished and in their place were grown-ups.' Ask pupils to discuss where they think William and Amelia have vanished to. Check if there are any clues on the page (invitation).

**Skill: To use past and present tense correctly. (Session 10)**

Ask pupils to think about questions they would like to ask their grandparents (or older relatives) about the past. Use the images from the book to look at progression through time and what we have seen change (transport, buildings, toys, homes etc...) and the real-life events they may have experienced (e.g. wars and conflict and changes to the royal family).

**Skill: To plan a diary entry (Session 11/12)**

	<p>Pupils plan their own diary of the Blitz from the point of view of Major Glad or Major Dizzy. When they have finished, ask them to share ideas with a friend, ensuring they have included all the features of a diary.</p> <p><b>Skill: To write a diary entry (Session 13/14)</b> Pupils write their own diary of the Blitz from the point of view of Major Glad or Major Dizzy. When they have finished, ask them to share ideas with a friend, ensuring they have included all the features of a diary.</p> <p><b>Skill: To edit and improve</b> Reflect on independent writing and all the key skills taught within the in the unit. Have they:</p> <ul style="list-style-type: none"> <li>➤ Can they use punctuation correctly – full stops, capital letters?</li> <li>➤ Do they have a clear sequence?</li> <li>➤ Are they using tense correctly?</li> <li>➤ Are they using a range of sentence types?</li> <li>➤ Have they used subordination?</li> </ul>
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. Writing outcome: write a new play scene.

### Reading comprehension

- Connect and explore the central themes of honesty, friendship, and persuasion in Oh, Gnome! By drawing links between texts
- Explore characters' thoughts and feelings throughout Oh, Gnome! And discuss what their actions show about them
- Discuss the importance of specific characters and moments
- Understand the impact of sound effects in playscripts

### Writing Composition

- To write some new scenes for a play
- Use key features of playscripts e.g. names before speech, stage direction and scene descriptions
- Include interesting dialogue, which reveals something about my characters' personality.

### Grammar

- Includes correct use of exclamation marks or full stops to show a command
- Includes correct use of question marks to show a question

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p><b>Oh Gnome</b></p> <p><b>Resource:</b> Pathways to Write</p> <p><b>Purpose</b> – To Inform</p>	<p><b>Overview</b> Oh Gnome – look at themes of honesty, friendship and persuasion. (Links to relationships and growing up topic in PSHE)</p> <p><b>Writing outcome:</b></p>

		<p>To write a fact sheet about owls using information gathered from the text.</p> <p><b>Greater depth writing outcome:</b></p> <p>To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>
<p><b>RWI spellings patterns linked to unit.</b></p> <ul style="list-style-type: none"> <li>➤ Adding the suffix –ness (2)</li> <li>➤ Words ending -le</li> </ul>	<p><b>NC vocabulary linked to unit.</b></p> <p>Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>valuable, treasured, cherished, embarrassing, humiliating, shaming, jeered.</p>
<p><b>Cycle 1, Week 9.</b></p>	<p><b>Viper reading focus (Build vocabulary and explain) (File2.6)</b></p> <p>Explain to children our new play is all about Gnomes discuss these and what they are. Read the playscript and identity key features of a play script. Look at the meaning of each feature and why they are important. Display in a table for children to complete. Settings, characters, stage directions, dialogue.</p> <p><b>Skill: To use contractions (File 3:3)</b></p> <p>.Look at contracted words in the file identified. Can children identify a range of common contractions? Use these to write and demonstrate what the next part of the conversation might be.</p> <p><b>Skill: Identify a range of sentence types (File 3:3)</b></p> <p>Look in at the caption and identify different sentence types use a table to sort and write sentences In the correct part of the table with correct punctuation that allowed you to identify sentence type. Use this to predict and write a short conversation that might happen next.</p> <p><b>Skill: To use adjectives (File 4.2)</b></p> <p>Look at the file 4:2 and sort characteristics into a table that describes e ach character also add some of your own. Choose 2 characters to describe and compare in detail.</p> <p><b>Skill: Use a range of sentence types (File 5:4)</b></p>	



**Cycle 2, week 10.**

Listen to file 5:4 note down what you hear (gasps, hitting, flying ball, smashing) These are all special effects. Imagine the conversation between the two children and write a short version of the next part including special effects. Model layout to the children and collect information in a table.

**Viper reading focus (Build vocabulary and infer) (File 7.1)**

Look at the identified file hide the characters names who would have said these words. Now children are familiar with that characters encourage the children to identify who has said these words. Complete a table.

**Skill: To punctuate sentences accurately (File 7:2)**

Grandma has decided she does not want to keep Gerome any longer as a gust of wind could break him. What will she do next and what will happen to Gerome. Gather and share ideas and explore Gerome's feelings. Apply what the next conversation might look like between two characters Gerome may confide in one of the children.

**Skill: To plan a playscript (Session 9:1)**

Use the template to organise and collect information after watching file 9:1. What will happen next. He may meet Bluebell again at the car boot. Record ideas in a table and elaborate.

**Skill: To write a playscript (Session 13/14)**

Use the template to organise and collect information after watching file 9:1. What will happen next. Record ideas in a table and elaborate. Think about features and layout.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Have they used co-ordination?
- Can they used the correct layout?
- Are they using the correct features?
- Do they have appropriate punctuation?

**NC skills explored in this unit**

**Spoken Language**

- Participate in discussions, presentations, performances, role play, improvisations and debates;
- select and use appropriate registers for effective communication.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

## Reading comprehension

- Listen to, discuss and express views about a wide range of...classic poetry... at a level beyond that at which they can read independently; discuss their favourite words and phrases;
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
- Discuss the sequence of events in books and how items of information are related

## Writing composition

- Write down ideas and/or key words, including new vocabulary
- Plan or say out loud what they are going to write about;
- Write down ideas and/or key words, including new vocabulary
- Form lower-case letters of the correct size relative to one another;
- 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 unjoined;
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;
- Use spacing between words that reflects the size of the letters.

## Grammar

- Use expanded noun phrases to describe and specify
- Use and understand the grammatical terminology in Appendix 2

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<b>Humorous Poems</b> Hamilton Unit  <a href="https://www.hamilton-trust.org.uk/humorous-poems-aliens-stole-my-underpants-year-2-poetry/">Humorous Poems: Aliens Stole My Underpants   Year 2 Poetry   Hamilton Brookes (hamilton-trust.org.uk)</a>  <b>Purpose</b> – to entertain	<b>Overview</b> This unit is based around the wonderful poem, Aliens Stole My Underpants by Brian Moses (Cat Message by Roger Stevens). <b>(Builds on PSHE unit from last half term Dealing with Feelings)</b> <b>Writing outcome:</b> Writing outcome: to write a poem with a similar structure and language as the model.  <b>Greater Depth Writing Outcome</b> To write a new version of the poem changing more than one character and setting..
<b>RWI spelling patterns explored in this unit.</b>	<b>NC vocabulary linked to unit.</b>	<b>Ambitious vocabulary linked to topic.</b>

<ul style="list-style-type: none"> <li>• Homophones</li> <li>• Words ending -el</li> </ul>	Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.	Rhyme, rhythm, free verse, alliteration, onomatopoeia, similes, comparisons, stanza.
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**Cycle 1, week 11**

**Viper reading focus (Build vocabulary and retrieve) (Unit 1, Day 1)**  
 Read **Aliens Stole My Underpants** by Brian Moses to the children. *What did they think about it?* Explain that this is a humorous poem designed to make the audience laugh. *Which parts made them laugh?* Share funny parts with each other. Look at layout of poem – what can they say about it? *Who do children think is saying the poem? How might they be saying it?*

**Skill: To punctuate sentences correctly (Unit 1, Day 4)**

Remind children that we have been looking at poetry about aliens. Read **Out of a Cloud** (p46). What did they think of this alien poem? In pairs ask children to discuss where they think Desmond might have gone. Display some 'discussion and thinking questions' on the IWB for children to refer to and focus their discussions on: *Where do they think he is now? What is he doing? Do they think he is happy?* Children then write about their thoughts about where Desmond has gone using their discussion ideas.

**Skill: To identify nouns and adjectives (Unit 2, Day 1)**

Read **My Stepdad is an Alien** from **Aliens Stole My Underpants** by Brian Moses (p28) to the children. Discuss the poem with the children. Did they enjoy it? Which parts did they like the best? *Are there any comparisons with the poems we looked at in the previous unit? How is the poem similar? How is it different?* Show slides 1,2,3 and 4 from the Poetry Aliens Presentation (see resources).

**Skill: To identify adverbs (Unit 2, Day 2)**

Re-read **My Step Dad is an Alien** (p28). Re-visit slides 2 and 4 and revise nouns and adjectives. Discuss some examples of these that they can remember from Day 1. Then ask children to suggest some nouns and work with a partner to give you an adjective or two to describe the noun. Take feedback, and praise imaginative descriptions. Now look at slides 6 and 7 and discuss adverbs. Draw out that adverbs **add** to adjectives and so they tell us *even more* about the description.

**Cycle 2, week 12.**

**Skill: To use adjectives and adverbs (Unit 2, Day 3)**

Re-read **My Step Dad is an Alien** (p28). Explain that today children are going to choose a person that they know – it can be a member of their family, a brother or sister, or a cousin, or an aunt or uncle, or a friend...

They are going to imagine that this person is an alien. Then they will write really good descriptions of this alien person!

**Viper reading focus (Build vocabulary and Explain) (Unit 3, Day 3)**

Read a range of poems from the unit. Analyse and compare them taking time to discuss, reflect on the poems and give reasons. Think about the vocabulary used, layout, rhythm and the similarities and differences.

**Skill: To use the suffixes 'ness' and 'er' to create nouns. (Unit 4, Day 2)**

Write happy, sad, nice, nasty, dull and bright on the board. Ask children which of these adjectives they think applies to our alien pen-pal. Then explain that we can sometimes turn an adjective – a describing word – into a noun, a naming word, by adding –ness. Add -ness to each word in turn and read it. Say that we can also make nouns of some doing-words (verbs), e.g. write / writer run /runner speak /speaker.

**Skill: To plan a poem (Unit 5, Day 1)**

Now give children the Alien Body Sheet (*see resources*). They must pick a body part (noun) and use adjectives to describe their aliens in detail e.g. head - *His head was large, swamp-green, sticky and scaly*. Encourage them to write whole sentences about their aliens. They repeat this for all body parts, using as many interesting adjectives as they can to describe their aliens.

**Skill: To write a poem (Unit 5, Day 2)**

Using their descriptive sentences and words from yesterday, children begin to think about how these can be turned into poetic lines. They use numbers to help structure their poem, e.g. One skinny, slippery body. Two pudgy, hairy, stinky feet etc. Children can add new lines and ideas as they go. Encourage children to read their lines aloud as they go, in order to check that they make sense and flow well.

**Skill: To edit and improve (Unit 5, Day 3)**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Started a new line with a capital letter?
- Used adjectives and adverbs?
- Included a title?
- Organised the layout correctly?

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