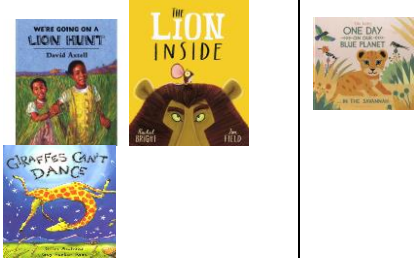
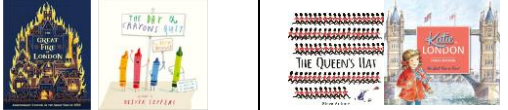



Overview Yr 2/3	Term 1	Term 2	Term 3	
Stimulus themes /topics	Let's go on safari!	Fire and Flames	Through the Window	
Reading range and focus: whole class				
Writing Purpose and range	<p>We're going on a Lion Hunt Short story writing Captions Postcard from Africa</p> <p><u>Giraffes can't dance</u> <u>The Lion Inside</u></p>	<p>Firework/Autumn poetry</p> <p><u>One day on our blue planet?</u> (CLPE)</p>	<p>The great fire of London Centre for Literacy in Primary Education (clpe.org.uk)</p> <p>Diary entry Samuel Pepys</p> <p>PuddingLane - THE LITERACY SHED</p> <p>The Great Fire of London The Literary Curriculum Persuasive poster, warning posters (instructional writing), speech bubbles.</p>	<p>Poetry- fire and flames 'The Hungry Fire'.</p> <p>Writing own version of 'The Queen's Hat'.</p> <p>Katie In London.</p>
Sentence, grammar and punctuation skills linked to reading models and writing journeys	<p>With support, write simple narratives, poems and recounts of real events for different purposes. With support is developing stamina for writing. Ideas are sequenced and sustained. Support to self-correct punctuation.</p>	<p>Independently write simple narratives, poems and recounts of real events for different purposes. Developing stamina for writing. Independently compose and orally rehearse sentence by sentence. Support to write down key ideas using key words and new vocabulary. Independently edits and self corrects some punctuation and spellings.</p>	<p><u>Confidently write narratives, poems and recounts of real events for different purposes. Some evidence of writing stamina.</u> Includes main features of the appropriate form of writing. Independently compose and orally rehearse sentence by sentence ensuring ideas are linked in sequence. <u>Independently write down key ideas using key words and new adventurous vocabulary (when planning).</u> <u>Usually re-reads and shows some independent editing skills (changes to punctuation, spelling errors and grammar).</u> With guidance, evaluate their own and others writing according to the purpose, effectiveness of word choice, grammar and punctuation</p>	
Year 2 objectives – milestones	<p>Accurately use commas in lists.</p> <p>Can identify nouns, verbs, adjectives, adverbs and prepositions.</p> <p><u>In narratives, create character and setting.</u> <u>Expressing time and cause through: conjunctions (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during).</u></p> <p>Use adverbs to modify verbs.</p> <p><u>Introduces inverted commas to punctuate speech.</u></p>	<p>Use a variety of fronted adverbials to add interest</p> <p>Begin to use commas after simple fronted adverbials e.g. Today, I feel tired.</p> <p>Use simple time subordination to open sentences</p> <p><u>Begin to use a range of past tense forms for purpose, including present perfect (e.g. I walked, I was walking, I had walked).</u></p> <p>Use simple noun phrases with a greater range of vocabulary.</p>	<p>Choose words or phrases to support the purpose.</p> <p>Identify and use expanded noun phrases to add interest and detail.</p> <p>Uses a wider range of conjunctions (e.g. when, if, because, although, however).</p> <p>Use subordination to show relationship in time and place Use speech marks accurately to punctuate direct speech.</p> <p><u>Uses the correct article (a or an) according to whether the next word begins with a vowel or consonant.</u></p>	
Year 3 objectives- milestones				
Special Events	<p>Harvest Festival Christmas festivities</p> <p>Trip to Bird World. National Poetry Day World Nursery Rhyme Day Remembrance Day</p>	<p>National Storytelling week Reading cup competition?</p> <p>Ancient Egypt Drama workshop World Book Day World Poetry Day</p>	<p>Queen's Platinum Jubilee.</p>	

Spelling Shed

Medium Term Plan: Stage 2

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'dge' makes a /j/ sound	Words where 'wr' makes a /r/ sound at the beginning of words	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ey' makes an /ee/ sound	Words that are homophones or near homophones
Week 2	Words where 'ge' makes a /j/ sound	Words ending in 'le'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
Week 3	Words where 'g' makes a /j/ sound	Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '-tion'
Week 4	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 's' makes an /z/ sound	Words containing an apostrophe for contraction
Week 5	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '-ment' and '-ness'	Words containing an apostrophe for possession
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words ending in '-ful' and '-less'	Challenge Words