Spring 1st English MTP: Year 2&3

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|  | **Wk1** | **2** | **3** | **4** | **5** | **6** |
| **Topic** | **PoR: Gregory Cool**  **Reading and responding** | **PoR: Gregory Cool**  **Letter & non-fiction text** | **Non-fiction – linked to the Caribbean (L2 &4) extended** | **PoR: Poetry**  **LTE: Spalsh – classifying texts**  **Creating poems** | **PoR: Gregory Cool**  **Poetry** | **PoR: Gregory Cool**  **Character**  **Sessions: 8 to 10 POW**  **TESTS** |
| **Extended writing** | **Writing in role (Gregory) – Postcard home** | **Lit Shed: Adventures are the pits (Video)** | **Lit Shed: Bubbles (video)** | **LTE: Splash bridging – opening part of a story – developing plot** | **Non-fiction: steel drums (linked to music)**  **Poetry** | **Character: Gregory cool – 3rd person** |
| **Poss activities** | See PoW planning  Images to infer  Post-card home | Asking questions - creating questions  Look at book about Germany: explore main sections /headings  Researching info for **Caribbean info text: topic related?** | Exploring texts  Sub-headings (yr3) | See POR  Choosing words carefully to describe the waves  Creating poems based on a a picture of a wave (video) | Editing, improving and practising poetry performing  Green pen work  Steel drum non-fiction | Reading tests (x2 for yr2s)  Friendships: value  Similarities  Role play between Lennox and Gregory |
| **GAPS Focus yr2** | Exclamation sentences | Slow writing  Adjectives  Conjunctions Coordination | Commas in lists  Conjunctions Coordination – not and | Extended noun phrases  Review: Adding suffixes (ing, ed) | adjectives | the present and past tenses correctly and consistently including the progressive form  Review: irregular past |
| **Yr3** |  | Slow writing  Adverbs | conjunctions (Coordination and subordination)  suffix (er/est) |  |  | Inverted commas / direct speech |
| **Spelling Focus Yr 2** |  | Apostrophes for contraction  Didn’t  Couldn’t  It’s | al for /or/  walking  tallest | Past tense + ed and ending in i  Spied  Tried  Copied  (Spelling Shed list ? | Adding ‘er’ and ’ier’ to words ending in y  Happier  Sunnier  Sunniest  tidiest  (Spelling Shed list 16) | Review and tests |
| **Spelling Focus Yr 3** |  | Prefix: dis (list 8)  Disappoint  Disable  Dislike | Prefix: mis  misuse  misplace  misspell | +ed (exceptions)  Linked toMore than one syllable  Limited  Gardened  gardening | Long /ai/ List 13  Straight  Fainted  Claimed  failure |  |

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| **Term** | **Year 2** | **Year 3** |
| **Spring 1st** | **Reading**   * Discuss and explain their understanding of the meaning of vocabulary in the context of the text * Answer questions and make some inferences on the basis of what is being said and done * Asking and answering appropriate questions related to text * Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this * Make inferences * With greater confidence, can discuss vocab choices and begin to consider the impact * Discuss their favourite words and phrases and give reasons for this * Make links between the book they are reading and other books they have read | * Pupils are able to retrieve and record information * Make predictions based on details stated and implied * Draw on contextual evidence to make sense of what is read * Explain and discuss their understanding of what they have read and words they have encountered * Ask questions to enhance understanding of the text * Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions * Explain and justify their personal opinions about the text * Make basic comparisons within and across different texts * Identifying main ideas drawn from more than one paragraph and summarise these * Asking and answering appropriate questions related to text |
|  | **Writing:**   * Write about real events, recording these simply and clearly * Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * Use present and past tense mostly correctly and consistently * Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses * Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others * Spell many common exception words \* * Form 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 letters | **Writing:**   * Write effectively for a range of purposes and audiences, using appropriate language * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although * Use adverbs and prepositions to express time and cause * Begin to use accurate verb tenses and subject-verb agreement in pieces of writing * Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession * Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list * Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones * Use legible, joined handwriting * Use sentences which enhance meaning through specific vocabulary and language choices * Show some awareness of purpose through selection of relevant content and an attempt to interest the reader |