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 planningImages to inferPost-card home | Asking questions - creating questionsLook at book about Germany: explore main sections /headingsResearching info for **Caribbean info text: topic related?** | Exploring textsSub-headings (yr3) | See POR Choosing words carefully to describe the wavesCreating poems based on a a picture of a wave (video) | Editing, improving and practising poetry performingGreen pen workSteel drum non-fiction | Reading tests (x2 for yr2s)Friendships: valueSimilarities Role play between Lennox and Gregory |
| **GAPS Focus yr2** | Exclamation sentences | Slow writingAdjectivesConjunctions Coordination | Commas in listsConjunctions Coordination – not and | Extended noun phrasesReview: Adding suffixes (ing, ed)  | adjectives | the present and past tenses correctly and consistently including the progressive formReview: irregular past |
| **Yr3** |  | Slow writingAdverbs | conjunctions (Coordination and subordination)suffix (er/est) |  |  | Inverted commas / direct speech |
| **Spelling Focus Yr 2** |  | Apostrophes for contractionDidn’tCouldn’tIt’s | al for /or/walkingtallest | Past tense + ed and ending in iSpiedTried Copied(Spelling Shed list ? | Adding ‘er’ and ’ier’ to words ending in yHappierSunnierSunniesttidiest(Spelling Shed list 16) | Review and tests |
| **Spelling Focus Yr 3** |  | Prefix: dis (list 8)DisappointDisableDislike | Prefix: mismisusemisplacemisspell | +ed (exceptions)Linked toMore than one syllableLimitedGardenedgardening | Long /ai/ List 13StraightFaintedClaimed 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
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|  | **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
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