

<p><u>Immersion into Context</u></p> <ul style="list-style-type: none"> Fairy door appear in the classroom, alongside a little fairy note. These will immerse through the school as the term progresses Forest school link - The fairies are changing the land! Begin reading 'A Midsummer Night's Dream'. 	<p>Year 2</p> <p><u>Where We Live</u></p>	<p><u>Contextualised grammar teaching</u></p> <ul style="list-style-type: none"> Full sentences Punctuation - . ? ! used accurately Use adjectives appropriately Commas in lists Use conjunctions i.e. but, because, so, although, however etc
<p><u>Spelling teaching</u></p> <ul style="list-style-type: none"> Phonics lessons for both spelling and reading Termly spellings sent home to practice and tested at the end of the half term. Handwriting linked to HFW. Learn first 100 words 	<p><u>Outcome</u></p> <ul style="list-style-type: none"> Write a narrative with correct punctuation, interesting vocabulary and a range of clauses. <p><u>AFL - Next Steps for rapid progress</u></p> <ul style="list-style-type: none"> Using punctuation accurately Using a wider range of conjunctions to add clauses. Noun phrases. 	
<p><u>Related Texts</u></p> <ul style="list-style-type: none"> Peter Pan Traditional Tales Midsummer Night's Dream The Tempest Rumpelstiltskin 	<p><u>Role play and Spoken Language</u></p> <ul style="list-style-type: none"> Drama for character building - hot seating, freeze frames. 	<p><u>Reading into writing/guided reading opportunities</u></p> <ul style="list-style-type: none"> Traditional fairy tales - retell Extracts from 'A Midsummer Night's Dream'.

Statutory Requirements

Writing

- Begin to plan ideas for writing
- Record ideas sentence by sentence
- Make simple additions and changes after proof reading
- Develop positive attitude and stamina for writing.
- Use appropriate sized letters and spaces.

Grammar

- Capital letters for proper nouns
- Use , ! ? ‘
- Use simple conjunctions
- Begin to expand noun phrases
- Use some features of standard English.

Speaking and Listening

- Articulate and justify answers
- Initiate and respond to comments
- Use spoken language to develop understanding

Reading

- Discuss and express views on fiction and non-fiction
- Become familiar with and retell stories
- Ask and answer questions make predictions
- Begin to make inference

Sequence of learning - English

- Receive a letter from the fairies, providing a book and a little door in the classroom telling the children who the fairies are.
- Look at who the fairies are - what makes these fairies different to humans? Draw and describe using noun phrases.
- Where do the fairies live? Describe the setting.
- Receive a letter and new door explaining to the children that her English is poor but she needs to write a letter, can we teach her?
- Activities around independent (main) clauses and subordinating clauses (sorting activities, identifying, editing).
- Children learn about subordinating conjunctions and clauses and explain these in a letter, with examples.
- A third door appears where the fairies ask for a new story to be written.
- Create a story map to plan our very own fairy story as a class.
- Write a character description using clauses.
- Setting description work.
- Compose a fairy story, using a story map and including descriptive language.