

Class 2 English Planning Spring Term 2018 The Mayans

Activity	Learning Intentions	National Curriculum
Biography for an author	<ul style="list-style-type: none"> * To be able to read fluently and accurately. * To learn about the features of a biography. * To be able to research information efficiently. * To be able to write a biography. * To be able to evaluate and improve my work. 	<p>Reading</p> <ul style="list-style-type: none"> * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader's interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * retrieve and record information from non-fiction <p>Handwriting</p> <ul style="list-style-type: none"> * increase the legibility, consistency and quality of their handwriting <p>Writing</p> <ul style="list-style-type: none"> * plan their writing by: <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * draft and write by: <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices * evaluate and edit by: <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proof-read for spelling and punctuation errors
Argument	<ul style="list-style-type: none"> * To learn about the features of an argument. * To be able to research information efficiently. * To be able to write and debate an argument. * To be able to evaluate and improve my work. 	
Explanation about the Mayans	<ul style="list-style-type: none"> * To be able to read fluently and accurately. * To learn about the features of an explanation. * To be able to research information efficiently. * To be able to write an explanation. * To be able to evaluate and improve my work. 	
Adventure story based on the Mayans	<ul style="list-style-type: none"> * To be able to read fluently and accurately. * To learn about the features of an adventure story. * To be able to write an adventure story. * To be able to evaluate and improve my work. 	
Tourist leaflet for Chichen Itza	<ul style="list-style-type: none"> * To be able to read fluently and accurately. * To learn about the features of a leaflet. * To be able to research information efficiently. * To be able to write a leaflet. * To be able to evaluate and improve my work. 	
Instructions	<ul style="list-style-type: none"> * To be able to read fluently and accurately. * To learn about the features of instructions. * To be able to write instructions. * To be able to evaluate and improve my work. 	

Week	Writing	Grammar	Spelling
1	Biography		
2	Biography	* Clause or phrase	* Suffix ation
3	Argument	* a an	* Suffix ly
4	Argument		* - sure
5	Explanation - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - using the present perfect form of verbs in contrast to the past tense	* Present perfect form of verbs	* -ture
6	Explanation		* -sion
7	Adventure Story - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials	* Adverbs * Fronted adverbials * Commas after fronted adverbials	* Suffix ous
HT			
8	Adventure Story	* Using connectives, conjunctions, adverbs and prepositions to express time, place and causes	* Adding suffixes beginning with vowel letters to words of more than one syllable
9	Tourist Leaflet		* Homophones and near-homophones
10	Tourist Leaflet	* Determiners and articles	* The /i/ sound spelt y elsewhere than at the end of words
11	Instructions * place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - indicating possession by using the possessive apostrophe with plural nouns	* Apostrophes for plural possession	* Possessive apostrophe with plural words
12	Instructions		* The /ʌ/ sound spelt ou