# Literacy Phase Planning: Year 2

| Phase 1 Objectives | Prior Learning |
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| Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns<br><br>Read and spell less common alternative graphemes including trigraphs<br><br>Explain their reactions to texts, commenting on important aspects<br><br>Draw on knowledge and experience of texts in deciding and planning what and how to write<br><br>Make adventurous word and language choices appropriate to the style and purpose of the text<br><br>Use appropriate language to make sections hang together<br><br>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact | Introduction to the topic and non-fiction texts.<br><br>Children have been looking at scary stories<br><br>and clips/stills from scary films to help with<br><br>creating a success criteria.<br><br><br>Children are aware of full stops, capital<br><br>letters, adjectives and connectives. |

## Learning Outcomes:

| | Word/sentence structure starter | Shared learning – reading/writing | Guided reading | Differentiated Activity | | | Plenary: Activity/key questions |
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| | | | | high | medium | low | |
| **1**<br><br>Walt: read and spell words<br>Context : ai, ay and a_e | Children to watch dvd ai and ay.<br><br>Read through poems 'birthday day' and 'Ice-cream cake' from words and pictures. Identify the ay/a-e words and write them on a whiteboard. | ww-<br>a_e make a cake<br>ai Snail in the rain<br>ay may  play | Read funny bones saved on system.<br><br>HA: children to read and identify the punctuation. Add in adjectives similes (learnt from last week's lesson) and | Ay    ai      a_e<br>Children to work with partner, one child to call out one of the LSCWC words and the other child writes it on the WB. Children check each others and swap roles. Challenge: use words to find a rule | Ai  a_e<br>Master master can I cross your golden river?<br>LSA to be the master. Children to read their word then write it. If spelt correctly children may cross the river.<br>Repeat swapping words. | Ai<br>Children to have objects and pictures in a bag. Pull it out, say it, segment, spell it, check.<br>CT support.<hr>Find the letters in magnetic letters. Practice writing letter sounds on wb and on paper using different materials (chalk etc) I<br>j v w x | HA: to share rules with rest of the class. CT to record and display on word workshop board.<br><br>Children to write sentences on WB using words that they have confidently learnt to spell |

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| | | | connectives (varying from 'and'). | of when combinations are used. I | Photograph as evidence. | | within the lesson. |

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| **2**<br>WALT: describe a setting<br><br>S.C : what is scary success criteria from last week.<br>Adjective- describing word<br><br>Context: haunted house | Use Nick Austin framework: still image image of haunted house.<br>CT to model using scary success criteria to add adjectives to still image.<br>Children to sit in a circle and ask volunteers to act out stepping into the pictures, what can they see? Hear? | Synthesis Handwriting pm. | | Use Nick Austin framework:<br>Still image of a haunted house TP work.<br>-Turn on the colour, what shades can you see?<br>-Now switch on the sound what can you hear?<br>-movement, what is moving? BIG or small?<br>-Now step inside. What will you do? How will you move?<br><br>In TP children to write adjectives around the image using sounds, settings, and colours to help.<br>HA: challenge children to use similies.<br><br>EXT: orally build sentences using the adjectives they have used, write on whiteboards.<br>**Swag bag;** children to circulate and look at other children's work, is there something good they want to borrow. | Children to join up with another pair and share their work. Link to I cans: Join in with a group, cooperation phrases and take turns. Highlight something green good. |
| **3**<br>WALT: write a story opening.<br><br>S.C:<br><br>Context: scary story | Read a story opening from child's work from previous year. Highlight success criteria for story openings. Have selection on tables for children to look at, highlighting for things to include on the success criteria. | WW-<br>HA: have LSCWC. Write the beginning of the word, leaving out the combination, pass board around for partner to complete. | | What makes a good story opening?<br>The first line has to be catchy and hook the reader- making them want to read on.<br>- Could start with a descriptive character.<br>- Description of setting<br>- Time, season, temperature<br>- Senses- what can you see? Hear? Smell?<br><br>Children to write a story opening with their talk partner using the same image as discussed yesterday with their talk partner.<br>Children to be given a picture of mansion to stick in book. | With talk partner children to look at one book at a time and highlight green for good. Have they included things from the success criteria? Then repeat with other child's book. |
| **4**<br>WALT: plan a story<br><br>S.C Write word bank on IWB of | Read children some completed scary stories from previous year.<br>Create success | Silly sentences | | Children to use story hill to plan their scary story:<br>-Story begins<br>-The characters<br>-The setting<br>-The problem | Chn to sit with TP and share their story plan so far. |

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| adjectives together.. <br><br> Context: scary story | criteria for how to make a story. Discuss headings- beginning, setting, character, problem, resolution. Ct to model how use story plans. | | | -The resolution. <br><br> Children to complete each section ready to write their stories. <br> CT to remind HA- extending and developing ideas using adjectives, connectives and similes. <br> Story hill to be completed independently for levelled writing on next day. | |
| **5** <br> WALT: IW <br><br> S.C: what is scary beginning, setting, character, problem, resolution. Full stops, capital letters, connectives and adjectives. <br><br> Context: scary story | Spelling quiz <br> HA: ai, ay and a_e <br> MA: ai and a_e <br> LA: a_e <br><br> • j v w x | Introduce children to new combination for the following week. Ask them to search for things containing this sound at home, ready for word workshop next week. | | Levelled writing- <br><br> Children to complete story plan independently. <br> Ct to remind chn of success criteria created on previous day. <br> All work to be done independently. <br><br> Ct to assess, and level children. | Chn to use highlighter pens to highlight literacy targets. Give out target tokens as needed. |

**Assessment Phase: 1 :**

| Learning outcome | Exceeded | Need to consolidate | Not achieved | What next? |
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| WALT: read and spell words. | | | | |
| WALT: describe a setting | | | | |
| WALT: write an opening | | | | |
| WALT: plan a story | | | | |
| WALT: IW | | | | |