

Beech Hill Primary School Scheme of Work: Literacy

Term: Autumn Term

Year Group: Two



Units of study

Information texts (focusing on the various animals of the rainforest).
Stories with familiar settings (stories set in the rainforest).

Writing objectives:

- writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
 - make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)

Reading objectives:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related

Selected tasks/activities informed by National Curriculum:

- Read and tell a selection of stories with settings and themes that are familiar to the children. Children retell stories in pairs focusing on the sequence of events.
- Identify the characters. Use role-play to retell the story from one character's point of view and explore different courses of action.
- Children select a character and describe what they do in the story, orally and in writing.
- Review the stories. Discuss the way that one event leads to another and identify temporal connectives. Represent the story structure in note form.
- Begin to tell another story. Invite predictions about characters' actions and the sequence of events.
- Plan the structure of a story: opening, something happens, events to sort it out, ending. Demonstrate how to write the beginning of the story. Children write their own endings.
- Children plan and tell stories based on their own experience. They use the structure from shared writing to write their own complete stories.
- Investigate non-fiction books/ICT texts on similar themes to show that they can give different information and present similar information in different ways. Use contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand.
- Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopedia.
- Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.
- Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.
- Maintain consistency in non-narrative, including purpose and tense.

Selected Resources

Example information texts about animals (animal encyclopaedias etc).
Example extracts from information texts about various animals.
Stanley Saves the Amazon Rainforest by Tony Frai.
The Great Kapok Tree by Lynne Cherry.

