



**Literacy Medium Term Planning**  
**Night Pirates Class - Autumn A (2024)**  
**Mrs Foord - Year 2**  
**The Minpins / The Bear under the Stairs**

| Sentence writing focus;   | Text  | Genre  | Focus  |
|---|---|--|--|
| <p style="text-align: center;"> <b>Fiction /</b><br/> <b>Non-Fiction</b> </p> | <p style="text-align: center;"> <b>The Minpins / The Bear</b><br/> <b>under the Stairs</b> </p> | <p style="text-align: center;"> <b>Fiction: Bravery</b> </p> | <p style="text-align: center;"> <b>Narrative/</b><br/> <b>Information Leaflet</b> </p> |

Activities and groups adapted as necessary following ongoing formative assessments.

### Immersion in the texts

- Role-play area in 'Country House theme'.
- Slow reveal: read the story as a whole class and discuss.
  - Retell the model text with actions.
    - Read similar stories.
    - Create story maps.
- Role play / drama - act out a key scene/Freeze frame and use to inspire writing. -Discuss the structure of the model text.
  - Sequence and box up the model text.
  - Planning in different ways.

#### WOW starter: 16<sup>th</sup> September

See session 1 and 2 of the teaching unit.

Write a set of rules for home. Think of some consequences for if you break the rules. Read to p7. Question writing. Create your own monster that lives on the other side of the wall? What might it do if it catches you? Come up with a name for your monster based on what he might do to you. Create a danger poster for your monster - include a question, command and statement.

### Working with the text

- Retell the model text each day in groups then pairs.
  - Create story maps.
- Discuss writing for different purposes.
  - Discussion of the genre.
  - Sequence the model text.
  - Planning in different ways.
  - Compose sentences orally before writing.
  - Independent application of phase 5 phonics and spelling rules taught.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.
- Begin to understand how to use punctuation to help the reader put expression and intonation into their voice when reading.
  - Understand and identify conjunctions within the model text and use them in writing.
- Use simple conjunctions - and, that, because, then, so.
- Use interesting and relevant adjectives to make interesting noun phrases.
- Identify nouns and adjectives.
- Discuss, understand and use the past tense.
- Adding suffixes to root words.
  - Make inferences and predictions.
- Commas in a list/expanded noun phrases.

### SPaG Focus

See literacy tree planning.

#### Vocabulary

| The Minpins | The Bear under the Stairs |
|-------------|---------------------------|
| Ferocious   | Scared                    |
| Cathedral   | Under                     |
| Rubbish     | Stairs                    |
| Ancient     | Place                     |
| Glittering  | Thought                   |
| Hurtling    | Hiding                    |
| Frenzy      | Wondered                  |
| Brute       | Hungry                    |
| Tantalise   | Pear                      |
| Ravenous    | Crept                     |
| Peculiar    | Slammed                   |
| Sloping     | Tight                     |
| Guzzled     | Lair                      |
| Stench      | Dreamed                   |
| Gigantic    | Quick                     |
| Thrumming   | Strange                   |
| Fearsome    | Stronger                  |
| Luscious    | Awful                     |
| Billowing   | Bravely                   |
| Venture     | Furry                     |
| Jiffy       | Broken                    |
| Doom        | Stinky                    |
| Desire      | Grizzly                   |
| Gloom       |                           |
| Genius      |                           |
| Miniature   |                           |
| Marvelous   |                           |
| Trespasser  |                           |

### Ideas for teaching

**Ideas for writing own adventure narrative:**  
Children explore the characters in the story and describe their thoughts, feelings, and actions.  
They will end the unit by writing their own story about bravery

#### Ideas for information leaflet:

Children explore non-fiction writing by reading non fiction texts.  
Gather information from a range of sources, including using technology.  
Children to then write their own information leaflet about bears.

## Night Pirates Phonics and Spelling Targets

Golden Treasures: Will be starting with a recap of phase 5 before moving on to the Little Wandle Bridge to Spelling Programme. Second session will focus on handwriting.

Green Parrots: Starting point is Year 1 Autumn A. Two sessions daily.

Red Pirates: Luka - Reception Spring B. Nathan, Kade, Piper - SEND Phonics. Two sessions daily.

### Year 2 Autumn 1

#### Phase 5 review

|        | Coverage   | Tricky words  |
|--------|--|---|
| Week 1 | /ai/ a-e ai ay a eigh ea ey aigh<br>/ee/ y ea ee e ie ey e-e<br>/igh/ igh i-e i y ie<br>/oi/ ow o one oa oe ou                         | people eye whole  |
| Week 2 | /oo/ /yoo/ oo u u-e ew ue ou ui<br>/air/ air are ear ere<br>/ur/ er ur ir or ear<br>/ou/ ou ow   | through improve move prove shoe two who beautiful their parents |
| Week 3 | /or/ or a aw au ore oor al oar our augh aur<br>/th/ th si su<br>/ch/ ch tch ture*<br>/sh/ sh ti ch ssi ci si                           | thought sure  |
| Week 4 | /i/ i g ge dge<br>/s/ s ss c ce se st sc<br>/u/ ou<br>/e/ ea<br>/i/ y<br>/oi/ a<br>/u/ o o-e<br>/oo/ u oul<br>schwa: er a or ar our re | once again any many friend busy pretty because laugh**          |
| Week 5 | ie /ee/ /igh/<br>y /ee/ /igh/ /i/<br>ea /ee/ /e/ /ai/<br>a /ai/ /ai/ /or/  | friend  |

\*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

\*\*'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

### Year 1 Autumn 1

|        | Phase 3/4 review + 4 Phase 5 GPCs  | Review tricky words   |
|--------|--|---|
| Week 1 | review Phase 3 GPCs<br>ai ee igh<br>oa oo ar<br>or ur oo<br>ow oi ear          | Phases 2-4: the put* pull*<br>full* push* to into I no go<br>of he she we me be was<br>you they all are my by<br>sure pure said have like so<br>do some come love were<br>there little one when out<br>what says here today |
| Week 2 | air er /z/ s -es<br>words with two or more digraphs e.g. queen thicker         |   |
| Week 3 | Phase 4: CVCC CCVC CCVCC CCCVC<br>Phase 4 with long vowels                     |   |
| Week 4 | <b>Phase 5</b><br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/ee/ ea each |   |
| Week 5 | review longer words  |   |

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

## Night Pirates' Writing Targets

**Golden Treasures/ Green Parrots**  
**Target: WT2**

**Red Pirates**

**Target: WT1/EXP1**

\*Kade/Piper – Target Rec Secure

\*Nathan – Target Rec Developing

WT2

**Composition:**

In guided group work, plan or say what a piece of writing will be about.  
With question prompts, write down ideas including key words and new vocabulary.  
Orally compose grammatically correct sentences.  
Independently write a grammatically correct sentence.  
Attempt writing for different purposes with some support.  
Write sentences that are sequenced to form short narratives (real or fictional).  
Begin to show stamina for writing.  
Edit own work using appropriate checklist (Green Pen).

**Grammar:**

Demarcate some sentences with capital letters and full stops.  
With adult support begin to use sentences with different forms in their writing (questions and exclamations).  
Become familiar with past and present tense.  
Begin to join sentences using co-ordination and subordination.  
Identify nouns and adjectives in sentences.

**Spelling:**

Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others.  
Spell some Year 2 common exception words.  
Use correctly spelt prefixes and suffixes in a piece of own writing.  
Begin to learn rules for adding suffixes to root words.  
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - sometimes accurately.

**Handwriting:**

Form lower-case letters in the correct direction, starting and finishing in the right place.  
Form lower-case letters of the correct size relative to one another in some of the writing.  
Use spacing between words.

EXP1

**Composition:**

Compose a variety of sentences orally and mentally before writing.  
Apply phonic knowledge consistently and accurately across a range of writing.  
Sequence sentences to form short narrative.  
Read writing to peers and teachers with appropriate expression.  
Edit own work following adult input (green pen)

**Grammar:**

Use capital letters for names of people, places, days of the week.  
Separate words with spaces consistently.  
Combine words into sentences using conjunctions e.g. and, but, or, because.  
Correctly identify where to use a question mark.  
Correctly identify where to use an exclamation mark - to show anger or excitement.  
Demarcate some sentences with capital letters and full stops within a short narratives.  
Identify noun and adjectives.

**Spelling:**

Segment many words representing these by graphemes.  
Spell words containing the 40+ phonemes already taught, quickly and accurately (phase 3).  
Spell most Year 1 common exception words correctly.  
Spell days of the week correctly and consistently.  
Name letters of the alphabet in order, lower and upper case, quickly, accurately and consistently.  
Use letter names to distinguish between alternative spellings of the same sound.  
Apply spelling rules of Ph3 and Ph4 in own pieces of writing.  
Spell prefixes -un, -dis correctly when added to a root word.  
Write from memory compound sentences dictated including correct punctuation and spelling Year 1 Common exception words correctly.

**Handwriting:**

Correctly and consistently form upper and lower case letters and digits 0 - 9, correctly starting and finishing in the right place.  
Begin to learn to join some letters.  
Understand which letters belong to each handwriting family.

## Night Pirates' Reading Targets

### Golden Treasures/ Green Parrots

**Target: WT2**

WT2 - All children reading Purple by Start of Autumn B

**Word Recognition:**

Blending sounds in words containing common graphemes for all 40+ phonemes (Ph5).  
 Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences.  
 Read many common exception words.  
 In a book closely matched to the GPCs as above:  
 Read aloud many words quickly and accurately within sentences without overt sounding and blending.  
 Sound out many unfamiliar words using phonics knowledge accurately.  
 Read a range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis).  
 Understand use of apostrophes in a contracted form.  
 Read aloud confidently and fluently.

**Comprehension:**

Discuss book choices.  
 Read and understand a range of texts presented in different ways.  
 Answer questions and make inferences about these texts on the basis of what is being said and done in a familiar book that is being read to them  
 Understand structures of a non-fiction text.  
 Link reading to own experiences showing a deeper understanding of what has been read.  
 Use knowledge of punctuation to make reading clear and expressive.  
 Re-tell a range of stories and poetry sequencing events with some detail.  
 Understand meaning of words through discussion and context.  
 Predict what may happen before reading and next with reasoning.

### Red Pirates

**Target: EXP1**

\*Kade/Piper – Target Rec Secure  
 \*Nathan – Target Rec Developing

EXP1 - All children\* reading Orange by Start of Autumn B

**Word Recognition:** Apply phonic knowledge independently.

Read 40 graphemes.  
 Recognise some alternative sounds for graphemes.  
 Recognise words that contain two or more syllables.  
 Read 50+ common exception words.  
 Read words containing suffixes ('er', 'ed' ending).  
 Read words containing plurals 's' and 'es'.  
 Read words containing 'un' (prefix)  
 Read words with contractions.  
 Read aloud from books up to 40+ graphemes without overt sounding and blending.  
 Read with increasing pace and fluency.  
 Read from Orange+ book band.  
**Comprehension:** Often choose to read a book alone.  
 Read and understand a range of text, e.g. poetry, stories, non-fiction as a group.  
 Answer questions and make inferences about these texts.  
 Link reading to own experiences.  
 Re-tell a range of stories and poetry sequencing events.  
 Understand meaning of words through discussion and context.  
 Predict what may happen, with reasoning.  
 Attempt to read unknown book without adult support.  
 Listen and demonstrate understanding of fiction, non-fiction and poetry.  
 Re-tell a text, sequencing main events.  
 Use terms fiction and non-fiction, beginning to describe the features.  
 Begin to use some expression to help make meaning clear, with adult prompting.  
 Read a range of sentence types, taking account of . , ? and ! poetry, stories, non-fiction as a group.  
 Answer questions and make inferences about these texts.  
 Link reading to own experiences.  
 Re-tell a range of stories and poetry sequencing events.  
 Understand meaning of words through discussion and context.  
 Predict what may happen, with reasoning.  
 Attempt to read unknown book without adult support.  
 Listen and demonstrate understanding of fiction, non-fiction and poetry.  
 Re-tell a text, sequencing main events.

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|--|--|
|  | <p>Use terms fiction and non-fiction, beginning to describe the features.<br/>         Begin to use some expression to help make meaning clear, with adult prompting.<br/>         Read a range of sentence types, taking account of . , ? and !</p> |
|--|--|

| Week                                | Speaking & Listening  | Talk for writing   | SPAG  | Outcome/audience  |
|-------------------------------------|---|--|---|---|
| Week 1                              |   | <p style="text-align: center;">Settling in Week.</p> <p style="text-align: center;">See separate planning for details.</p>   |   |   |
| Week 2                              |   | <p style="text-align: center;">Reading for Pleasure.</p> <p style="text-align: center;">See separate planning for details.</p>   |   |   |
| Week 3<br><br>The Minpins<br>Week 1 | <b>Literacy Starter S&amp;L focus</b><br><br><b>Session 1:</b><br>Identify word classes - nouns, verbs, adjectives, | <p style="text-align: center;"><u>Fiction week 1 - The Minpins</u></p> <p><b>WOW STARTER:</b><br/> <u>Lesson 1 and 2</u><br/>           Write a set of rules for home. Think of some consequences for if you break the rules. Read to p7.<br/>           Question writing. Create your own monster that lives on the other side of the wall? What might it do if</p> | Use ! and ?.<br>Capital letters.<br>Sentence types.<br>Conjunctions.<br>Word classes. | <b>Audience:</b><br>Another pupil<br><br><b>Outcome:</b><br>Retell the story so far |

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|   | <p>pronouns.</p> <p><b>Session 2:</b><br/>Join two clauses with a simple conjunction.</p> <p><b>Session 3:</b><br/>Look at image on pg 13. Think of some words to describe how Billy is feeling in that moment.</p> <p><b>Session 4:</b><br/>Identify the verbs on pg 12.</p>  | <p>it catches you? Come up with a name for your monster based on what he might do to you. Create a danger poster for your monster - include a question, command and statement.</p> <p><b>Lesson 3: Joining clauses with conjunction 'that'.</b><br/>Scaffold sentences to support children to use conjunctions to join clauses.</p> <p><b>Lesson 4 - Identify nouns and adjectives/ Add suffixes - ment and -ness</b><br/>Learn the rules of adding suffixes to words. Discuss the relevance of the nouns and decide which ones would best describe Billy's emotions on pg 13. Write a short description of how the boy felt.</p> <p><b>Lesson 5 - Verbs</b><br/>Use the verbs from pg 12 to replace the word classes in the caption. In pairs retell the story so far from the boy's perspective. Introduce adverbs.</p>  | <p>Suffixes ment/ness</p>  | <p>from the boy's perspective, verbally.</p>   |
| <p><b>Week 4</b></p> <p><b>The Minpins Week 2</b></p> | <p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Session 1</b> - Describe what your partner looks like using noun phrases.</p> <p><b>Session 2</b> - Imagine you were a Minpin - how would you describe the boy to the other Minpins.</p> <p><b>-Session 3</b> - Share a sentence describing something you did yesterday. Identify the verb. How would we say it if we were doing it right now?</p> <p><b>-Session 4</b> - Look at the illustration on page 26/27. With a partner, come up with three nouns in the picture. Now think of three things which could belong to each noun.</p> | <p><b><u>Fiction week 2 - The Minpins</u></b></p> <p><b><u>Lesson 6 - Conjunction 'but'/ Writing noun phrases</u></b><br/>Read pg 16. Make a prediction. Read the description of the little creatures. What nouns and adjectives have been used to describe them. Look at an image of a Minpin. Think of some contrasting words to form a pair eg. Dull/bright, old/new, wrinkled/smooth, dark/light. Shared write - contrasting sentences with conjunction but. Children to write a description on a Minpin. Model using conjunctions although and however.</p> <p><b><u>Lesson 7 - Add suffix er/est</u></b><br/>Read pg 18/19. Identify words with a -est suffix. Read pg 21. Identify words with a -er suffix. Word families eg. Small smaller smallest. Shared write - description of the bathroom. Write a description of a Minpin from the boy's perspective using a word family. Repeat with description of boy from Minpin perspective.</p> <p><b><u>Lesson 8 - Past and present tense</u></b><br/>Read pg 25. Verb splot. Identify past and present tense verbs. Retell the story from where Billy met the Minpins. Which words are past tense and which are present.</p> <p><b><u>Lesson 9- Apostrophe for possession</u></b><br/>Discuss the use of apostrophe for possession. Model how it is added to show that something belongs to someone. Take ideas from starter. Create possessive phrases eg. Tree's branches. Think of some verbs which match. Eg. Tree, branches, climbing. Create single clause sentences in the present tense. 'The man is climbing the tree's branches'. Extension - add the single clause sentences together with conjunctions.</p> | <p>Noun phrases.<br/>Conjunctions.<br/>Suffixes - er/est<br/>Past and present tense.<br/>Apostrophe for possession</p> | <p><b>Audience:</b><br/>Another reader</p> <p><b>Outcome:</b><br/>Include SPaG features in my writing.</p> |

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| <p><b>Week 5</b></p> <p>The Minpins<br/>Week 3<br/>Assessment<br/>Write.</p> | <p><b>Literacy Starter S&amp;L focus</b></p> <p><b>Session 1</b><br/>Tell your partner everything you know about Minpins.</p> <p><b>Session 2</b><br/>Do actions told by adult. Describe what you are doing while performing the action. Stop and then describe what you just did.</p> <p><b>-Session 3</b> - Show good listening reading to the end of the book. Retell a summary of the story to your partner.</p> <p><b>-Session 4</b> - Discuss in a group what we need to add to our writing to make it excellent. Eg. Fullstops</p> | <p><b>Fiction week 3 - The Minpins</b><br/><u>Assessment Write</u></p> <p><b>Lesson 11 - Possessive apostrophes/ Write a report with subheadings</b><br/>Start a shared write - report about the Minpins. Use sub headings which include an apostrophe for possession. Eg. What are Minpin's clothes like? Children to continue and write own report.</p> <p><b>Lesson 12 - past and present tense</b><br/>Read pg 33. Discuss past and present tense. Shared write - post card to send home from on boards the bird. Write in present progressive tense.</p> <p><b>Lesson 13 - Plan innovation</b><br/>Create a story plan for your own innovation of 'The Minpins'. Add adverbs to plan,</p> <p><b>Lesson 14- Assessment writing</b><br/>Children to write their own version of 'The Minpins' using their planning. Extension - edit for consistent tense.</p>   | <p><b>Sentence types - word classes.</b></p> <p>Apostrophe for possession<br/>Past and present tense.</p>                          | <p><b>Audience:</b><br/>Another reader</p> <p><b>Outcome:</b><br/>Incorporate SPaG features taught to write an adventure story based on 'The Minpins'.</p>   |
| <p><b>Week 6</b></p> <p>Bear under the Stairs-<br/>Week 1</p>                | <p><b>Literacy Starter S&amp;L focus</b></p> <p><b>-Session 1</b> - Ask and answer questions. Think of 3 questions to ask your partner about their weekend.</p> <p><b>-Session 2</b> - Think of something which has frightened you in the past. Use past tense verbs to explain to the class.</p> <p><b>-Session 3</b> - Hot seating: In pairs pretend to be William</p>  | <p><b>Non-Fiction week 1 - 'The Bear under the Stairs'</b></p> <p><b>Lesson 1 and 2 - Sentence types/Homophones</b><br/>Chn arrive in class to find a shaggy rug over a chair and some objects to make it look lumpy. Read the signs on the 'bear'. Sort into sentence types. Write some facts ( statements) and some questions we might want to know about the mysterious creature. There is also a note. The note has several homophones. Discuss and shared write.</p> <p><b>Lesson 3 - past tense</b><br/>Think of something which has frightened you in the past and share. Class list of past tense verbs eg. Scared, frightened, looked, dreamed. Shared write. Chn then to write about their own fear using sentence starters. Lock in file of fears.</p> <p><b>Lesson 4 - Character role play</b><br/>Model writing a letter asking for advice about the bear, from the perspective if William. Encourage chn to ask questions in order to get advice from their friend. Place letter in envelope and talk about what you would need to send a real letter.</p> | <p><b>Sentence types - Statements and Commands.</b></p> <p>Sentence types<br/>Homophones<br/>Question Writing<br/>Contractions</p> | <p><b>Audience:</b><br/>Another reader</p> <p><b>Outcome:</b><br/>To ask and answer questions.<br/><br/>To write letters asking for and giving advice.<br/><br/>Write from different character</p> |

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|---|---|---|---|--|
|   | <p>asking his friend for advice about the bear. Ask and answer questions.</p> <p><b>-Session 4</b> - Read your letter to the group. Group to come up with some responses.</p>   | <p><b>Lesson 5- Respond to a letter/Contractions</b><br/>Contractions - action strips. Look at -ould words. Shared write: respond to the letter from William seeking advice. Letter to include -ould words and contractions.</p>  |   | <p>perspectives.</p>   |
| <p><b>Week 7</b><br/><b>Bear under the Stairs- Week 2</b></p>                             | <p><b>Session 1</b> - Verbally recap the story with a partner and make a prediction about the ending.</p> <p><b>-Session 2</b> - Can you think of two words that rhyme?</p> <p><b>-Session 3</b> - Look back at the file of fear. Explain your fear to the class.</p> <p><b>-Session 4</b> - Summarise what your story will be about.</p> | <p><b>Non-Fiction week 2 - 'The Bear under the Stairs'</b></p> <p><b>Lesson 6 - Retelling a known text</b><br/>Read to the end of the story. Look at pictures of the story and sequence in order. Children to write a retelling of the story in their own words using statement. Share retellings in a group and discuss how it is ok to have different variations.</p> <p><b>Lesson 7 - Rhyming pattern/Poetry</b><br/>Look back through the text for rhyming words. Discuss. Add more words that would rhyme. Write a short poem about the bear using the rhyming words.</p> <p><b>Lesson 8 - Planning</b><br/>Plan a story based on 'Bear under the Stairs' but using children's own fears.</p> <p><b>Lesson 9/10- Write a narrative</b><br/>Chn to use their plan to write a narrative based on 'The Bear under the Stairs'.</p>  |   | <p><b>Audience:</b><br/>Another reader</p> <p><b>Outcome:</b><br/>To write a short poem.<br/><br/>To write a narrative about facing fears.</p> |
| <p><b>Week 8</b><br/><b>Bear under the Stairs- Week 3</b><br/><b>Assessment Piece</b></p> | <p><b>Session 1</b> - How many stories can you think of that has a bear in it? Discuss in a group.</p> <p><b>-Session 2</b> - Research one fact about a bear and share with the class.</p> <p><b>-Session 3</b> - Additional time for assessment write.</p> <p><b>-Session 4</b> - Discuss: Rules of editing!</p>                         | <p><b>Non-Fiction week 3 - 'The Bear under the Stairs'</b><br/><b>Assessment Write</b></p> <p><b>Lesson 11 - Fact vs Fiction</b><br/>What can we fine out about bears? Look at stories about bear. Now lets look up some facts online. Put all the information together in a class list - what is fact and what is fiction? Eg. In stories bears may wear clothes but in real life bear have fur. Discuss the difference between fact and fiction.</p> <p><b>Lesson 12 - co ordinating conjunctions</b><br/>Look at the facts about bear. Model how to join two facts using a conjunction, focussing on punctuation. Show how but can be used to compare fiction and reality. Eg. I some stories bears eat posrridge but in real life they eat meat and fruit.</p> <p><b>Lesson 13 - Plan NCR and Write</b><br/>Plan a NCR about bears with various headings. Model how to use plan to write a section. Chn to start writing NCR.</p> <p><b>Lesson 14/15 - Complete NCR and edit</b><br/>Complete NCR independently. Edit with particular focus on punctuation.</p> | <p>Co ordinating conjunctions<br/>Punctuation</p> | <p><b>Audience:</b><br/>William</p> <p><b>Outcome:</b><br/>To write a NCR about bears.<br/><br/>To edit my work.</p>                           |

