



Literacy Medium Term Planning  
 Night Pirates Class - Spring A (2025)  
 Mrs Foord - Year 2

Jim and the Beanstalk/ We are Water Protectors  
 How does it grow?

Sentence writing focus:	Text	Genre	Focus
Fiction/ Non-Fiction	Jim and the Beanstalk/ We are Water Protectors	Fantasy/Information	Fantasy narratives/ Environmental campaign

Activities and groups adapted as necessary following ongoing formative assessments.



### Immersion in the texts

- Role-play area in 'Jim and the Beanstalk'.
- 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: Monday 13<sup>th</sup> January 2025**

#### WOW STARTER

Children enter the classroom to discover a beanstalk, either in the classroom or growing past outside window. Ask children to discuss the following questions: Where do you think beanstalk goes? How did it get there? What is it for? Do you think anyone has climbed it? Do you know any stories with a beanstalk? Children work in mixed ability groups to write their responses onto sticky notes and attach them to the window or to the beanstalk itself. Discuss similarities to the story of Jack and the Beanstalk. Discuss the key events of the story and then introduce the book Jim and the Beanstalk to children. Explain the idea of sequels and discuss any known to the children already. Explain that they will be writing their own sequels at the end of the planning sequence.

#### Science

Discuss that all living things on Earth are either plants or animals. Living things must breathe, eat, drink and grow/move. If something is not doing these things then it is either dead or it was never alive. Go for a winter walk - can you make a list of things which belongs in each of these categories.

Discuss what do plants need to survive? (water, light, suitable temp). Make a prediction - what might happen if one or more of these things were missing? How will the plant look different? Plant beans in cotton wool. Plant samples which are lacking some of the conditions needed for growth. Take photo daily to observe changes over time.

#### (Geography/DT/Art/History)

Discussion about fruit. A lot of our tropical fruit is imported from other countries with warmer tropical climates. Mexico on the continent of North America. Locate on map and learn more about Mexico. Significant person in history Mexican artist Frieda Kahlo - look at her work recreate fruit drawing in her style. Look at a range of fruits - which ones do you know? Which ones have you tried? Which ones are your favourite? Brief introduction to healthy eating.

### Working with the text

- Retell the model text each day in groups then pairs.
  - Create story boards
- 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.

#### Vocabulary

##### Jim and the Beanstalk

Enormous  
Growing  
Certainly  
Reached  
Castle  
Giant  
Quite  
Beanstalk  
Pesky  
Banging  
Fiercely  
Measure  
Oculist  
Nowadays  
Explained  
Gnashing  
Flaming  
Wig  
Beaming  
Marvelous  
Wonderful  
Boomed  
Appetite  
Thoughtfully  
Heap  
Seizing

##### We are Water Protectors

Medicine  
Nourished  
Sacred  
Rhythm  
Veins  
Poison  
Wreck  
Foretold  
Spoil  
Venom  
Courses  
Unfit  
Courage  
Rally  
Winged  
Crawling  
Related  
Spirit  
Alive  
Ancestors  
Stewards  
Protectors

### Ideas for teaching

#### Ideas for fantasy narrative writing:

Children explore the characters in the story and describe their thoughts, feelings, and actions.

They will end the unit by writing their own fantasy sequel based on Jack and the Beanstalk.

#### Ideas for information :

Children explore non-fiction writing, gathering information from a range of sources.

Children to then write their own environmental campaign.

## Night Pirates Phonics and Spelling Targets

The majority of the children in Night Pirates Class are completing the Little Wandle 'Spelling Units' following on from the Little Wandle Bridge to Spelling Programme. All children in this class should have additional opportunities to blend to read phase 5 words. There is a small group of children who need Year 1 phonics and two children who are doing Reception Phonics. They will need two phonics lessons per day. There are 4 children who follow the SEND phonics program twice a day. In addition to this, some children will also take part in small group or 1:1 catch up targeted precision teaching. This will be dependent on their assessed needs.

### Group 1 - SEND group - 4 children

#### Phase 2

Graphemes	Coverage in Phase 2 weekly grids (Words should be introduced only when focus GPCs are secure)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s a t							
p i n							
m d							
g o c							
k ck							
e u							
r h							
b f							
l ll							
ff ss							
j v							
w x y							
z zz							
qu th							
ch sh							
ng nk							
Tricky words*	I is the	put* pull* full*	as and has	his her go	no to into	she push* of	he we me be

### Group 2 - Year 1 Autumn A - 13 children

#### Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /ff/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

### Group 3 - Spelling programme - 10 children

#### Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear

## Night Pirates Writing Targets

### Golden Treasures/ Green Parrots Target: WT2/ some elements of EX2

#### WT2

##### **Composition**

After discussion with a teacher:

- Plan/draft a piece of writing, after a group discussion.
- Mentally compose grammatically correct sentences most of the time.
- Write sentences that are sequenced to form short narratives (real or fictional).
- Edit own work using appropriate checklist (Green Pen).

##### **Grammar**

- Demarcate some sentences with capital letters and full stops.
- Use some expanded noun phrases to describe and specify.
- Most sentences grammatically correct in the writing.
- Write sentences using question marks.
- Write sentences using exclamation marks.
- Identify a variety of sentences types.
- Recall verbs in the past and present tense.
- Show an understanding of the difference between co-ordination (or/and/but) and subordination (when/if/that/because).
- Show an understanding of irregular plurals.
- Spell some words with contracted forms.

##### **Spelling**

- Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically plausible attempts at others.
- When used, spell some Year 2 tricky words correctly.
- Spell words with suffixes -ing, -ed, -er, -est, -s, -es in a piece of own writing.
- Understand that suffixes eg -ment, -ness, -ful, -less, -ly are added to root words.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky 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 consistently.

### Red Pirates

### Target: WT2 (SEND TARGET 3-4D/ELGS/WT1)

#### Early Learning Goal

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

#### WT2

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- Mentally compose grammatically correct sentences most of the time.
- Write sentences that are sequenced to form short narratives (real or fictional).
- Edit own work using appropriate checklist (Green Pen).

##### **Grammar**

- Demarcate some sentences with capital letters and full stops.
- Use some expanded noun phrases to describe and specify.
- Most sentences grammatically correct in the writing.
- Write sentences using question marks.
- Write sentences using exclamation marks.
- Identify a variety of sentences types.
- Recall verbs in the past and present tense.
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##### **Handwriting**

- Form lower-case letters in the correct direction, starting and finishing in the right place.
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## Night Pirates Reading Targets

### Golden Treasures/ Green Parrots

#### Target: EX2

EX2 - Gold Band - Phase 5+

**Word Recognition**

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes and prefixes.
- Read all 41 Year 2 tricky words.
- Read words accurately and fluently without overt sounding and blending eg at 90 words per minute (some children may read slower)
- Sound out most unfamiliar words accurately, without undue hesitation.
- Read a new or unfamiliar text aloud with accuracy, pace and fluency, for the most part independently.

**Comprehension**

Reason about own book choices, justify and explain why. Read and understand unfamiliar texts that challenge, independently.

- Discuss and share views about what is read with a partner.
- Identify key themes and discuss reasons for events in story.
- Understand how to use structures of non-fiction texts to make predictions.

Use a range of different expressions to make meaning clear.

- Check it makes sense to them, correcting any inaccurate reading.
  - Ask and answer questions about text. Make some inferences on the basis of what is being said and done.
- Explain what has happened so far in what they have read.

### Red Pirates

#### Target: WT2 (SEND: 3/4 D /ELGS)

WT 2 - Turquoise band - Phase 5/Purple band - Phase 5+

**Word Recognition**

- Blend sounds in words containing common graphemes for all 40+ phonemes, (including Ph5 alternate graphemes) consistently and independently.
- Read accurately some words with two or more syllables that contain the same grapheme - phoneme correspondences.
- 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 wide range of words with suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un, dis) without undue hesitation.
- Understand use of apostrophes in a contracted form.

**Comprehension**

In discussion with a teacher:

- 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.
- Predict what may happen before reading and next with reasoning.

Week	Speaking & Listening	Literacy Tree	Outcome/ audience
<b>Week 1</b>		<b>Theme Week - Being Resilient</b>	
<b>Week 2</b> <b>Literacy Tree - Text 1 - Week 1</b>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Listening and understanding – Ask questions to show active listening.</p> <p>-Session 2 – Rhyming words.</p> <p>-Session 3 – Use expressive language to explain how a character might be feeling.</p> <p>-Session 4 – Links – Make links between the text and other books</p>	<p><b>Fiction week 1 - Jim and the Beanstalk</b></p> <p><b>WOW starter: Monday 13<sup>th</sup> January</b> <b>WOW STARTER</b></p> <p>Children enter the classroom to discover a beanstalk, either in the classroom or growing past outside window. Ask children to discuss the following questions: Where do you think beanstalk goes? How did it get there? What is it for? Do you think anyone has climbed it? Do you know any stories with a beanstalk? Children work in mixed ability groups to write their responses onto sticky notes and attach them to the window or to the beanstalk itself. Discuss similarities to the story of Jack and the Beanstalk. Discuss the key events of the story and then introduce the book Jim and the Beanstalk to children. Explain the idea of sequels and discuss any known to the children already. Explain that they will be writing their own sequels at the end of the planning sequence.</p> <p><b>Science</b></p> <p>Discuss that all living things on Earth are either plants or animals. Living things must breathe, eat, drink and grow/move. If something is not doing these things then it is either dead or it was never alive. Go for a winter walk – can you make a list of things which belongs in each of these categories. Discuss what do plants need to survive? (water, light, suitable temp). Make a prediction – what might happen if one or more of these things were missing? How will the plant look different? Plant beans in cotton wool. Plant samples which are lacking some of the conditions needed for growth. Take photo daily to observe changes over time.</p> <p><b>(Geography/DT/Art/History)</b></p> <p>Discussion about fruit. A lot of our tropical fruit is imported from other countries with warmer tropical climates. Mexico on the continent of North America. Locate on map and learn more about Mexico. Significant person in history Mexican artist Frieda Kahlo – look at her work recreate fruit drawing in her style. Look at a range of fruits – which ones do you know? Which ones have you tried? Which ones are your favourite? Brief introduction to healthy eating.</p> <p><b>Tuesday – Literacy 2: To substitute consonants to make rhyming words</b> "Fee-fi-fo-fum. I'm feeling hungry, here I come!" What could we replace the /f/ phoneme with? Play with sounds, allowing children time to replace the /f/ with different alternatives, e.g. 'Heehi-ho-hum. I want food in my tum!' Children create their own giant words by replacing /f/ with different consonants and rhyming -um words.</p> <p><b>Thursday – Literacy 3 – To discuss a character's thoughts and feelings</b> Jim/the Giant. What are they thinking at the three key points in the story? Ask children to act out the part of the story leading up to one of the key events and then 'freeze'. Take a photograph and now tap each child on the shoulder and ask them to say (in role) what the character is thinking.</p> <p><b>Friday – Literacy 4: To identify the key events in the story and sequence them.</b> Children to create a story map for the book, using the key events and ensuring they are in the correct order.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> To learn our class story.</p>

<p><b>Week</b> 3</p> <p>Literacy Tree - Text 1 - Week 2</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Retell the story to a friend.</p> <p>-Session 2 - Creativity - Develop a story from a starting point.</p> <p>-Session 3 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 4 - Use descriptive language to expand story telling.</p>	<p><b><u>Fiction week 2 - Jim and the Beanstalk</u></b></p> <p><b><u>Monday</u> - Literacy 1: Retell a known story</b> Children to use the shared writing for a basis to retell the story of Jim and the Beanstalk in their own words.</p> <p><b><u>Tuesday</u> - Literacy 2: Plan an innovated story</b> Children to return to their own story maps and innovate them to create a new character and a new set of events that happen during the story. Children to innovate up to, but not including, the very last box.</p> <p><b><u>Thursday</u> - Literacy 3: To use the conventions of speech punctuation</b> Role play the moment where Jess (the new character) climbs the beanstalk and meets the giant for the first time, e.g. "How do you do?" "I can't hear you!" Now go on to role-play the 3 other significant events in the innovated story, e.g. when Jess returns with the 3 items - how would the Giant respond?.</p> <p><b><u>Friday</u>- Literacy 4: To write in role, using the features of informal letters</b></p> <p>Children to write their own letters in role as the Giant, using a variety of descriptive adjectives.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Innovate the text.</p> <p>Write an informal letter.</p>
<p><b>Week</b> 4</p> <p>Literacy Tree - Text 1 - Week 3</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Use descriptive language to explain your ideas.</p> <p>-Session 2 - Sequence events in order</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p><b><u>Fiction week 3 - Jim and the Beanstalk</u></b> <i>Writing Assessment - Piece 1 of the term.</i></p> <p><b><u>Monday</u> - Literacy 1: To innovate ideas in a known story</b> Children go on to write their own innovated story, using their story plans, focusing on sectioning/ paragraphing of story and ensuring they add in their previously planned dialogue. Also encourage children to use conjunctions to link ideas and extend sentences.</p> <p><b><u>Tuesday</u> - Literacy 2: To plan events in an invented narrative</b> Discuss other fairytales that we could innovate by writing a sequel. What might they be called? Create a plan for their own invented sequels to fairytales.</p> <p><b><u>Thursday</u> - Literacy 3: Independent write (Assessment books)</b> Children to write the opening paragraph of their invented sequel.</p> <p><b><u>Friday</u>- Literacy 4: Independent write continued (Assessment books)</b> Children to write the middle and end paragraphs of their invented sequel.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Write an invented sequel</p>

<p><b>Week</b> 5</p> <p>Literacy Tree - Text 2 - Week 1</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Social interaction - Sometimes take on the role of leader.</p> <p>-Session 3 - Creativity - Develop a story from a starting point.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>	<p><b><u>Non-Fiction week 1 - We are water protectors</u></b></p> <p><b><u>Monday</u></b> - Literacy 1: <b>To create a poem based on a simple structure</b> Set up a 'river' in the classroom using a stretch of blue material - chiffon or net would be ideal. Pin the Water Protector Pledge (see back of book) to it and read aloud. Ask children why we need to look after water. Listen to some sound effects of water and have them playing as the children come in. Ask them to close their eyes and imagine a scene where water is flowing, birds are singing, fish are swimming and people are sitting peacefully nearby. Focus on the sounds of the water and ask children to try and identify any associated vocabulary. List some words that are onomatopoeic. Splosh! Splish! Flow. Ripple. Children to create their own using vocabulary on table as well as anything from the model.</p> <p><b><u>Tuesday</u></b> - Literacy 2: <b>To understand that sentences have different forms</b> Children create signs to warn the oil company away from their river. Children place their signs along the river. Discuss where we might see writing like this? At a demonstration or a protest perhaps as well as on signs and notices.</p> <p><b><u>Thursday</u></b> - Literacy 3: <b>To create a fact file based on facts and research</b> Ask the children what we can do to stop water pollution? What are the main causes of pollution? Children to write a fact file on water pollution and its main causes.</p> <p><b><u>Friday</u></b> - Literacy 4: <b>To write a non chronological report</b> Create a class non-chronological report where each child creates an entry for a class book on a chosen creature who lives on, or by, water.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Write a poem</p> <p>Non chronological report</p>
<p><b>Week</b> 6</p> <p>Literacy Tree - Text 2 - Week 2</p> <p>Writing assessments</p>	<p><b>Literacy Starter S&amp;L focus</b></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>-Session 3 - Social interaction - Understand the need to talk in a</p>	<p><b><u>Non-Fiction week 2 - We are water protectors</u></b> <i>Writing Assessment - Piece 2 of the term.</i></p> <p><b><u>Monday</u></b>: - Literacy 1: <b>To write a chronological report</b> So, we know water isn't new every time - it comes from the tap - we know it has to be renewed. Can children create a simple version of the water cycle on their tables using images and in their books. Give children the different stages of the water cycle on their table and see if they can order it.</p> <p><b><u>Tuesday</u></b> - Literacy 2: <b>Shared Writing</b> Plan campaign for protecting local water. Plan for different paragraphs using a non-chronological report planner.</p> <p><b><u>Thursday</u></b> - Literacy 3: <b>Independent write (Assessment books)</b> Write up campaign. Two days.</p> <p><b><u>Friday</u></b>- Literacy 4: <b>Independent write continued (Assessment books)</b> Children to have time to finish writing, editing and improving campaign with questions and inclusion of facts.</p>	<p><b>Audience:</b> Another reader</p> <p><b>Outcome:</b> Chronological report</p> <p>Environmental campaign</p>

	<p>different way to different people.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences.</p>		