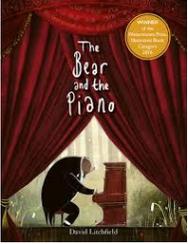
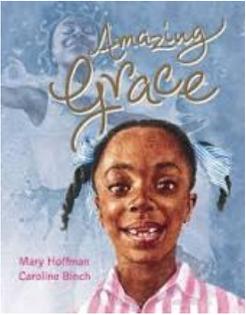
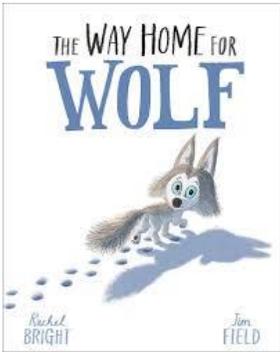
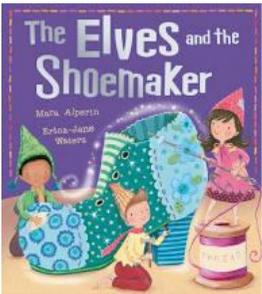


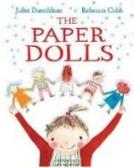
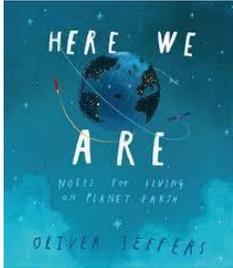
St Mary's Literacy Framework

Year: Two		Term: Autumn One	
<u>Text</u>	<u>Suggested Writing Focus</u>	<u>Suggested Immersion Activities</u>	<u>Suggested Grammar Focus Areas</u>
<p><u>The Bear and the Piano</u></p> 	<p><u>Purpose :</u> To share his experiences</p> <p><u>Audience:</u> The Bear and his friends</p> <p><u>Text Type:</u> A recount – possibly in the form of the diary entry</p>	<p>Creating a scene from the story by setting up the classroom with fairy lights and playing beautiful music. The children could describe the setting.</p> <p>Writing questions that they would like to ask the bear.</p> <p>Interviewing the bear –particularly focussing on how he felt at different points in the story.</p> <p>Retelling the story by working in groups to create a story map.</p> <p>Annotating his feelings.</p> <p>Write a recount of part of the story from the perspective of the bear. (They could recount two different parts of the story)</p>	<p>Consolidating key aspects of Year One grammar expectations including:</p> <p>Using capital letters for at the start of sentences, for proper nouns and for I.</p> <p>Using full stops and questions marks</p> <p>Joining words and clauses</p>
<p><u>Amazing Grace</u></p> 	<p><u>Puposppe:</u> To persuade people that she can be Peter Pan</p> <p><u>Audience:</u> Class mates</p> <p><u>Text Type</u> A letter</p>	<p>Orally retelling the story to a friend – possibly with picture cues.</p> <p>Hot seat different characters in the story. Children will ask them questions about what they said.</p> <p>Create thought bubbles for different characters in the story.</p> <p>Role play a conversation between Grace and her Grandmother.</p> <p>Create a list of reason why she should be able to have any part in the school play.</p> <p>Write a letter to the class explaining why she should be able to be Peter Pan.</p>	<p>Revising and consolidating the key aspects of Year One Spelling knowledge including:</p> <p>Application of phase 5 phonic knowledge when reading and writing</p> <p>Breaking words into syllables.</p> <p>Adding the endings ing, ed, er to verbs where no change is needed to the root word</p>
<p><u>If I Were by Eva L Robinson.</u></p> <p><i>'For I can do anything'</i></p>	<p><u>Purpose:</u> To entertain</p> <p><u>Audience:</u> Classmates</p> <p><u>Text Type</u> Poem</p>	<p>Reciting the poem in groups.</p> <p>In pairs miming different roles/ jobs they could have and asking children guess what they are thinking of.</p> <p>Creating images of a job they would like to do and explaining why they would like to do it.</p> <p>Identifying the rhymes in the text and creating their own strings of rhyming words.</p> <p>Writing their own additional verse -imagining what they would like to be.</p>	<p>Children will follow the No Nonsense Spelling Programme in Year Two.</p>

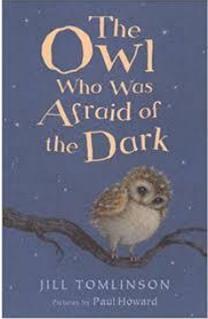
St Mary's Literacy Framework

Year: Two		Term : Autumn Two	
<u>Text</u>	<u>Suggested Writing Focus</u>	<u>Suggested Immersion Activities</u>	<u>Suggested Grammar Focus Areas</u>
<p><u>The Way Home for Wolf</u></p> 	<p><u>Purpose</u> To ask for help and let other animals know where he is</p> <p><u>Audience</u> His pack and other animals in the Tundra.</p> <p><u>Text Type</u> A letter</p>	<p>Orally retelling the first part of the story. Perhaps creating a story map.</p> <p>Using pastels or painting to create a scene from the story to help them generate a bank of adjectives.</p> <p>Imagining they are in a scene of from the story. Describing what they can see, feel, hear and feel. (The class room will be set up with images from the story, ice for children to feel and sounds that the wolf might have heard)</p> <p>Hot seating Wilf and asking him questions about how he feels</p> <p>Orally rehearsing a message Wilf could send to his pack.</p> <p>Creating a tool kit to help them write their message with key adjectives, sentence starters and punctuation that they could use.</p>	<p>Continuing to revise Year One Spelling and Grammar objectives as necessary.</p> <p>Developing an understanding of sentences of different forms: Statement, question, exclamation and command (particularly focussing on command and exclamations)</p> <p>Using expanded noun phrases to describe and specify. (e.g. the blue butterfly)</p>
<p><u>The Elves and the Shoemaker</u></p> 	<p><u>Purpose</u> To help someone make a Christmas gift for an elf (it could be a hat or a pair of shoes)</p> <p><u>Audience:</u> Their friends</p> <p><u>Text Type:</u> Instructions</p>	<p>Sharing the Story of the Elves and the Shoe maker.</p> <p>Discussion how grateful the elves would be</p> <p>Reading through examples on instructions and discussing the features and language that have been used.</p> <p>Articulating each step in the process as an adult makes a hat.</p> <p>Guiding a partner on how to make a hat for an elf. They will give verbal instructions to help them do this.</p> <p>Creating a tool kit to help them write their instructions (with a list of imperative verbs</p>	<p>Forming adjectives by using the suffixes –less and -ful</p> <p>Using co-ordination in sentences (and, or, but)</p> <p>Use of capital letters, fullstops , questions marks and exclamation marks to demarcate sentences.</p> <p>Children will follow the No Nonsense Spelling Programme in Year Two.</p>

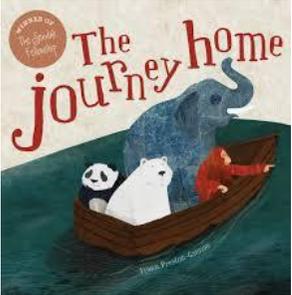
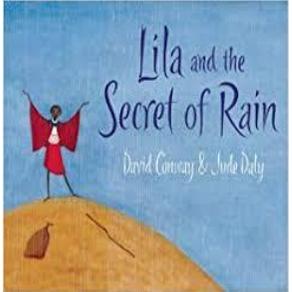
St Mary's Literacy Framework

Year: Two		Term : Spring One	
<u>Text</u>	<u>Suggested Writing Focus</u>	<u>Suggested Immersion Activities</u>	<u>Suggested Grammar Focus Areas</u>
<p><u>Paper Dolls</u></p> 	<p><u>Purpose</u> To entertain</p> <p><u>Audience</u> Our friends in the class</p> <p><u>Text Type</u> Poetry</p>	<p>Create their own paper doll Name each one. Think of words to explain and describe each doll. Create a simple poem using a string of words Share their poems out loud with the class.</p>	<p>Continuing to revise Year One Spelling and Grammar objectives as necessary.</p> <p>Using co-ordination (and, or, but) and subordination in sentences (when, if, that, because)</p> <p>Developing an understanding of sentences of different forms: Statement, question, exclamation and command (particularly focussing on command and exclamations)</p>
<p><u>Hear We Are</u></p> 	<p><u>Purpose</u> To advise a baby about living on planet earth.</p> <p><u>Audience</u> A new baby as they grow up</p> <p><u>Text Type</u> A little booklet listing guidelines for living on</p>	<p>Read the book in pairs. Draw and label pictures of the wonderful things that a baby could see or do as they grow up. (They could also make models) Talk through their pictures with a partner. In pairs think of important advice that they would give a baby about how they should behave and treat our world and others. Discuss which things are the most important. They might ask teachers around the Create their booklets with advice for a new baby.</p>	<p>Using expanded noun phrases to describe and specify. (e.g. the blue butterfly)</p> <p>Using full stops, questions marks and exclamation works</p>
<p><u>Information books about The Great Fire of London</u></p> 	<p><u>Purpose</u> To inform about the Great Fire of London.</p> <p><u>Audience</u> The people of London</p> <p><u>Text type</u> A recount of events for a TV report</p>	<p>Create a map outlining the key events in the Great Fire of London. Look at images painted at the time and describe what they can see. Write questions that they would ask Thomas Farriner and Samuel Pepys. They will then use these questions when pretending to hot seat these two people. Create a tool kit of vocabulary that will help them write their report. Work with a partner to film their reports as they read them out loud.</p>	<p>Use of suffixes –er and –est in adjectives</p> <p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences.</p> <p>Children will follow the No Nonsense Spelling Programme in Year Two.</p>

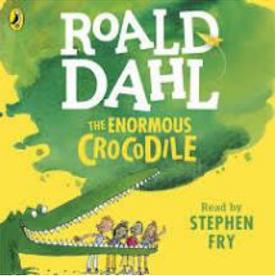
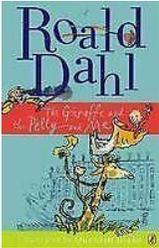
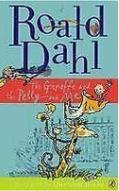
St Mary's Literacy Framework

Year: Two		Term : Spring Two	(Year B)
Text	Suggested Writing Focus	Suggested Immersion Activities	Suggested Grammar Focus Areas
<p><u>The Owl who Was Afraid of the Dark</u></p> 	<p><u>Purpose</u> To entertain</p> <p><u>Audience</u> Year One</p> <p><u>Text Type</u> Narrative- writing their own story</p>	<p>In groups roleplaying the story Owl who was afraid of the dark. Each group may perform a different section. Identifying example of direct speech in the text. Planning their own version of the story in which they change key characters. Planning this may involve creating a story map or role playing their new story with small world. Writing their own version of the story.</p>	<p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences.</p> <p>Developing an understanding of sentences of different forms: Statement, question, exclamation and command (particularly focussing on command and exclamations)</p> <p>Using co-ordination (and,or, but) and subordination in sentences (when, if, that, because)</p>
<p><u>Something Fishy</u></p> 	<p><u>Purpose</u> To Entertain</p> <p><u>Audience</u> Another Class in the School</p> <p><u>Text Type</u> Narrative</p>	<p>Thinking of questions to ask the main character in the text. In pairs role play interviewing the main character (one person will be the interviewer the other character) Creating a story map or wall of the story Something Fishy- this maybe done in groups. Annotating the story map to describe the different scenes and how the character would feel. Writing the narrative to go with the visual text.</p>	<p>Use of commas to separate items in a list.</p> <p>Using present tense and past tense correctly</p> <p>Children will follow the No Nonsense Spelling Programme in Year Two.</p> <p>Use of -ly to turn adjectives into adverbs</p>

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Year: Two		Term : Summer One (Year B)	
<u>Text</u>	<u>Suggested Writing Focus</u>	<u>Suggested Immersion Activities</u>	<u>Suggested Grammar Focus Areas</u>
<p><u>The Journey Home</u></p> 	<p><u>Purpose</u> To inform</p> <p><u>Audience</u> Children and adult in our school</p> <p><u>Text Type</u> Non- Chronological Report</p>	<p>Spending time discussing the text and why it is important. Identifying why each of the animals in the story is in danger of becoming extinct. Create group mind maps about each of these animals.</p> <p>Carrying out some additional research into each of the animals. This may be done for home learning or by watching relevant clips. Add some of this information to mind maps.</p> <p>Looking at an example of the features of a non-chronological report about animals (possibly generated by the teacher)</p> <p>Writing a short Non Chronological about each of these animals and why they are endangered.</p> <p>As part of this report they could also include advice about how we can look after our planet.</p>	<p>Continuing to revise Year One Spelling and Grammar objectives as necessary.</p> <p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences.</p> <p>Use of apostrophes to mark where letters are missing in spellings.</p>
<p><u>Lila and the Secret of Rain</u></p> 	<p><u>Purpose</u> To entertain</p> <p><u>Audience</u> Other children in a school</p> <p><u>Text Type</u> Recount</p>	<p>Create a story map and take it in turns to use the map to retell the story with a partner.</p> <p>Talk about the setting at the beginning of the story when everything is very dry.</p> <p>Write questions to ask Lila. Hot seat Lila from the story using the questions they have written.</p> <p>Mapping out the story and add words to describe Lila's actions and feelings at different points.</p> <p>Writing the story of Lila and the Rain from Lila's perspective (This will be done in sections)</p>	<p>Using co-ordination (and,or, but) and subordination in sentences (when, if, that, because)</p> <p>Using present tense and past tense correctly</p> <p>Children will follow the No Nonsense Spelling Programme in Year Two.</p>

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Year: One		Term : Summer One (Year B)	
Text	Suggested Writing Focus	Suggested Immersion Activities	Key Grammar and Spelling Focus
<p><u>The Enormous Crocodile</u></p> 	<p>Purpose: To warn people about the Enormous Crocodile</p> <p>Audience: The animal and children</p> <p>Text Type Description of the crocodile for the</p>	<p>Taking on the role of different characters in the story. They will need to answer questions from the other children about what the crocodile looks like and why he is dangerous.</p> <p>Creating pictures of the Enormous Crocodile and describing what he looks like (They may make models of him instead)</p> <p>Creating a tool kit of words, they will use in their report.</p> <p>Writing their report.</p> <p>Recording their report for the radio.</p>	<p>Continuing to revise Year One Spelling and Grammar objectives as necessary.</p> <p>Use of apostrophes to mark where letters are missing in spellings.</p> <p>Developing an understanding of sentences of different forms:</p> <p>Statement, question, exclamation and command (particularly focussing on command and exclamations)</p> <p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences.</p>
<p><u>The Giraffe, The Pelly and Me</u></p> 	<p>Purpose: To persuade</p> <p>Audience: Characters in the story</p> <p>Text Type: Advert for a radio</p>	<p>Matching words to each character as a means of describing them.</p> <p>In small groups take on the roles of the different characters. Take it in turns to explain why people should use their window cleaning company.</p> <p>Writing a short radio advert to persuade people to use the window cleaning company</p> <p>Recording their adverts.</p>	<p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences.</p>
<p><u>The Giraffe, The Pelly and Me</u></p> 	<p>Purpose: To entertain</p> <p>Audience: Children in Year One</p> <p>Text Type: Story</p>	<p>Using a story map or mountain create a sequel to the story with the same characters. They will be given pictures to help them think of a new setting and other characters and events that could happen in the story</p> <p>Talk through the key events in the story with a friend</p> <p>Creating a tool kit of words and phrases that might be helpful in their story.</p>	<p>Using present tense and past tense correctly</p> <p>Revising key aspects of Year Two Grammar.</p> <p>Children will follow the No Nonsense Spelling Programme in Year Two.</p>

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