

Fiction Unit 2.1 *What Would You Do?*

About this unit:

In this unit, the children read two stories that deal with themes of overcoming worries and facing fears. They look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with 'and' and correct punctuation, and explore using expanded noun phrases to add more detail. The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences.

Stimulus synopsis: *Silly Billy / Operation Night Monster*

Silly Billy

Billy is a bit of a worrier. He worries so much, he can't sleep. Luckily Grandma knows just what he needs to help him overcome his fears. And once Billy learns Grandma's secret, he finds he never has to worry again.

Operation Night Monster

Ali enjoys battling make-believe monsters, but he doesn't want to bump into a real one! But wait – what's that hiding in the dark? Strange creepy shadows at night can only mean one thing ... it's time for Operation Night Monster!

Spelling list:

[F AR 2.1.1 Spelling List: What Would You Do?](#)

Recommended grammar activities:

New : [Y2_01 Full stops, question and exclamation marks](#)
[Y2_02 Saying Sentences](#)

	Day 1	Day 2	Day 3	Day 4	Day 5
	Comprehension 1: <i>Silly Billy</i> Prediction	Comprehension 2: <i>Silly Billy</i> Ask and answer simple questions	Depth focus 1: <i>Character - Silly Billy</i> Discuss characters	Comprehension 3: <i>Operation Night Monster</i> Inference and prediction	Comprehension 4 <i>Operation Night Monster</i> Discuss their own understanding of a story
	Objective				
	Draw on what they already know/background information/information provided by teacher; Make inferences; Make predictions	Answer and ask questions; Use present and past tenses	Participate in discussions and listen to others; Explain clearly their understanding of what is read to them	Draw on what they already know/background information/information provided by teacher; Make inferences; Make predictions	Answer and ask questions; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them; Use present and past tenses
Week 1	Spoken Language				
	Participate actively in conversations; Speculate, hypothesise, imagine and explore ideas	Ask relevant questions; Build their vocabulary; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas	Listen and respond appropriately; Speculate, hypothesise, imagine and explore ideas	Articulate and justify answers; Participate actively in conversations	Listen and respond appropriately; Consider and evaluate different viewpoints
	Success Criteria				
	I can use what I already know to make inferences; make predictions	I can answer and ask question, using present and past tenses	I can explain clearly my understanding of what is read to me	I can use what I already know to make inferences; make predictions	I can use past and present tenses to ask and answer questions and explain my understanding of what is read to me

	Day 6	Day 7	Day 8	Day 9	Day 10
	Depth focus 2: Character (Operation Night Monster) <i>Discuss characters</i>	Depth focus 3: Silly Billy Discuss characters	Sentence grammar 1 (Silly Billy) <i>Join sentences with 'and'</i>	Sentence grammar 2 (Operation Night Monster) <i>Join sentences with 'and'</i>	Sentence grammar 3 (Operation Night Monster) <i>Expand noun phrases for description</i>
	Objective				
	Make inferences; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them	Make inferences; Participate in discussions and listen to others	Learn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command; Use present and past tenses	Learn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command	Discuss favourite words and phrases; Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]
	Spoken Language				
	Give well-structured descriptions, explanations and narratives; Participate actively in conversations	Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints	Articulate and justify answers	Listen and respond appropriately; Participate actively in conversations	Listen and respond appropriately
	Success Criteria				
Week 2	I can use what I already know to make inferences; make predictions	I can use what I already know to make inferences; make predictions and listen to others	I can use both familiar and new punctuation correctly I can write in sentences with different forms: statement, question, exclamation, command	I can use both familiar and new punctuation correctly I can write in sentences with different forms: statement, question, exclamation, command	I can discuss favourite words and phrases I can learn how to use expanded noun phrases to describe and specify

	Day 11	Day 12	Day 13	Day 14	Day 15
	Short composition 1: Day 1 <i>Plan and rehearse orally what they are going to write</i>	Short composition 1: Day 2 <i>Evaluate and edit their writing</i>	Comprehension 5: Silly Billy, Operation Night Monster <i>Discuss stories they read</i>	Short composition 2: Day 1 <i>Plan and rehearse orally what they are going to write</i>	Short composition 2: Day 2 <i>Evaluate and edit their writing</i>
	Objective				
	Write narratives about personal experiences and those of others; Plan/say out loud what they are going to write about	Write for different purposes; Plan/say out loud what they are going to write about	Draw on what they already know/background information/information provided by teacher; Answer and ask questions; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them	Write narratives about personal experiences and those of others; Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Use present and past tenses	Evaluate their writing with the teacher and other pupils; Reread what they have written to check that it makes sense; Proof-read to check for errors; Read aloud their writing with appropriate intonation to make meaning clear; Use present and past tenses
	Spoken Language				
	Participate actively in conversations	Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints	Listen and respond appropriately	Participate actively in conversations; Participate in discussions, presentations, performances, role play, improvisations and debates	Select and use appropriate registers
	Success Criteria				
Week 3	I can write narratives about personal experiences and those of others; I can plan/say out loud what I am going to write about	I can write for different purposes; I can plan/say out loud what I am going to write about	I can use past and present tenses to ask and answer questions and explain my understanding of what is read to me	I can write narratives about personal experiences and those of others; I can plan/say out loud what I am going to write about	I can evaluate my writing with the teacher and other pupils; I can reread what I have written to check that it makes sense.

Class 1 & 2

Literacy Fiction Medium Term Plan – Autumn 1

Miss Endersby & Mr Jackson

	Day 16	Day 17	Day 18	Day 19	Day 20
	Long composition: Day 1 <i>Retell their own story based on a real event</i>	Long composition: Day 2 <i>Plan what they are going to write</i>	Long composition: Day 3 <i>Write their stories</i>	Long composition: Day 4 <i>Evaluate and improve their stories</i>	Consolidation <i>Unit revision</i>
	Objective				
	Write narratives about personal experiences and those of others; Write about real events; Write down ideas and/or key words, including new vocabulary; Use present and past tenses	Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Encapsulate what they want to say, sentence by sentence	Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Encapsulate what they want to say, sentence by sentence; Proof-read to check for errors; Use present and past tenses	Write narratives about personal experiences and those of others; Evaluate their writing with the teacher and other pupils; Reread what they have written to check that it makes sense; Use present and past tenses	Write for different purposes; Evaluate their writing with the teacher and other pupils
	Spoken Language				
Week 4	Ask relevant questions; Build their vocabulary; Give well-structured descriptions, explanations and narratives	Listen and respond appropriately; Speak audibly and fluently using Standard English	Listen and respond appropriately; Speak audibly and fluently using Standard English	Speak audibly and fluently using Standard English; Gain the interest of the listener; Select and use appropriate registers	Articulate and justify answers
	Success Criteria				
	I can write narratives about personal experiences and those of others; I can write about real events; write down ideas and/or key words, including new vocabulary; I can use present and past tenses	I can plan/say out loud what I am going to write about; I can encapsulate what I want to say, sentence by sentence	I can plan/say out loud what they are going to write about I can encapsulate what I want to say, sentence by sentence I can proof-read to check for errors; using present and past tenses	I can write narratives about personal experiences and those of others; I can evaluate my writing with the teacher and other pupils; I can reread what I have written to check that it makes sense, using present and past tenses	I can write for different purposes; I can evaluate my writing with the teacher and other pupils