LITERACY HALF TERM PLANNING – AUTUMN TERM 2 – CYCLE B – CLASS: DAFFODILS – Yr 2/3

Text: Seal Surfer – Michael Foreman | Topic: Viva España – Comparing the UK and Spain | End Outcome: A first-person letter to the boy's Grandad, imagining a visit to the Spanish coast and A persuasive Brochure about why you should visit Spain (Mantle)

WEEK	KEY LEARNING OBJECTIVES AND SEQUENCE OF LEARNING	LINKS TO MANTLE STORY	GRAMMAR / PUNCTUATION / VOCABULARY / SPELLING	LEARNING OUTCOMES AND CROSS-CURRICULAR LINKS
WEEK 1 3.11.26– 6.11.26 (4 days)	**Text – Seal Surfer: immerse in the story and explore the setting.** • Introduce the text, front cover, title, author and illustrations. Make predictions about the boy, Grandad and the seal. • Read and explore the opening; identify the coastal setting, characters and relationship between the boy and Grandad. • Explore how the illustrator shows the sea, beach, weather and wildlife. Gather descriptive vocabulary through observation. • Locate the UK and Spain on a map and discuss what children already know about their coastlines. • Write descriptive sentences about a coastal setting, using the senses and precise vocabulary. • Year 2: orally rehearse and write simple sentences; use an adjective to describe a noun. • Year 3: develop expanded noun phrases and add detail using prepositions and interesting verbs.	**Launch the Mantle: children are invited to become junior coastal experts.** • A message arrives from a Spanish coastal discovery team asking for help promoting their coastline. • Explore the role of a coastal expert: What makes a coastline special? What might visitors see, hear and do? • Create a class bank of questions about the Spanish coast. • Begin a shared 'coastal experts' display or enquiry wall.	• **Capital letters, finger spaces and full stops.** • Nouns, adjectives and verbs. • Expanded noun phrases (Year 3 extension). • Sentence structure: subject and verb. • Vocabulary: coast, coastline, beach, shore, waves, cliffs, rocks, sand, tide, sea, wildlife, peaceful, rugged, golden, sparkling. • Suffixes: -ly, -ful, -less (as appropriate to spelling knowledge). • Continue to revisit taught spelling patterns.	• **Make predictions and retrieve information from a text.** • Describe a setting using increasingly precise vocabulary. • Compare familiar and unfamiliar coastal environments. • Geography: locate the UK and Spain; begin to identify similarities and differences between their coastlines. • Science: observe and describe natural materials and coastal habitats. • Speaking and listening: ask and answer questions; explain ideas.
WEEK 2 9.11.26– 13.11.26	**Setting, adverbs and homophones.** • Re-read key sections of Seal Surfer and explore how the setting changes. • Collect vocabulary to describe a Spanish beach using images, maps and short information sources. • Compare a UK coastal setting with a Spanish coastal setting: weather, landscape, activities and wildlife. • Write a descriptive paragraph or information piece about a Spanish beach. • Use adverbs to explain how actions happen and improve sentence detail. • Explore homophones and select the correct spelling in context. • Year 2: build sentences using adjectives and simple adverbs. • Year 3: vary sentence openings and use adverbs and prepositional phrases to add detail.	**The coastal experts receive photographs and information about a Spanish resort.** • Investigate what makes the coastline attractive to visitors. • Create a simple fact file or information board for the team. • Decide which features should be included when recommending the Spanish coast to families. • Consider how the Spanish coast is similar to and different from the UK.	• **Adverbs to describe actions and settings.** • Homophones: sun/son, sea/see, hear/here, there/their/they're (as appropriate). • Expanded noun phrases. • Adjectives and precise verbs. • Sentence punctuation and conjunctions. • Vocabulary: sunny, warm, sheltered, bustling, sandy, rocky, sparkling, gently, brightly, peacefully, carefully. • Spanish vocabulary: España, playa, mar, sol, hola, buenos días.	• **Describe a place using expanded vocabulary and adverbs.** • Identify similarities and differences between two coastal environments. • Geography: compare the human and physical features of a UK and Spanish locality. • Spanish: use simple greetings and recognise key topic words. • Speaking and listening: explain choices and give reasons.
WEEK 3 16.11.26– 20.11.26	**Dialogue, thoughts and preparing to write to Grandad.** • Explore the boy's thoughts and feelings at different points in Seal Surfer. • Discuss what the boy might tell Grandad about a visit to the Spanish coast. • Role-play a conversation between the boy and Grandad; rehearse questions and responses. • Explore the difference between spoken words and thoughts. • Write speech bubbles and short dialogue linked to a Spanish coastal visit. • Gather ideas and plan the content of the letter: place, weather, activities, sights and feelings. • Year 2: use speech bubbles and simple dialogue; rehearse sentences orally. • Year 3: punctuate direct speech using inverted commas and appropriate punctuation.	**The experts are asked to prepare a personal response for the boy's Grandad.** • Imagine the boy has visited the Spanish coast and wants to share his experience. • Use role-play to explore what he might say, think and feel. • Create a bank of information and experiences the boy could include in his letter. • Begin collecting persuasive reasons why Grandad would enjoy visiting Spain.	• **Speech marks / inverted commas (Year 3 focus).** • Capital letters and punctuation for direct speech. • Question marks and exclamation marks. • First-person pronouns: I, me, my, we, our. • Conjunctions: and, but, because, so. • Vocabulary: excited, curious, amazed, delighted, nervous, peaceful, adventurous, unforgettable. • Oral rehearsal and sentence construction.	• **Infer characters' thoughts and feelings using evidence from a text.** • Use role-play to develop spoken language and prepare writing. • Plan a letter for a clear audience and purpose. • English: distinguish between speech and thoughts; use appropriate punctuation. • PSHE: recognise and describe feelings and experiences. • Geography: use researched facts to support descriptions.
WEEK 4 23.11.26– 27.11.26	**Contractions, sentence choices and the tourism commission.** • Revisit the purpose, audience and features of a letter. • Explore how the boy might write informally to his Grandad. • Identify and use contractions in sentences. • Compare statements, questions and exclamations; choose punctuation to match meaning. • Develop sentences that explain, describe and give reasons. • Use conjunctions to link ideas and explain why visitors would enjoy the Spanish coast. • Year 2: use and, but, because and simple contractions in context. • Year 3: use a wider range of conjunctions and contractions accurately; vary sentence structures.	**The Spanish tourism team commissions the children to help encourage visitors.** • Discuss what information a visitor would need before choosing a holiday destination. • Consider the best features of the Spanish coast and how to communicate these clearly. • Create a short list of reasons to visit, supported by facts from the comparison work. • Use the shared commission as a meaningful writing context.	• **Contractions: don't, can't, didn't, I'm, it's, we're, they're, I'll.** • Statements, questions and exclamations. • Question marks and exclamation marks. • Conjunctions: and, but, because, so, when, if, although (challenge). • Commas in lists. • Vocabulary: beautiful, lively, welcoming, historic, delicious, fascinating, relaxing, exciting. • Revisit homophones and spelling patterns.	• **Recognise and construct different sentence types.** • Select punctuation to support meaning. • Join ideas and give reasons using conjunctions. • Geography: use knowledge of Spain and the UK to make informed comparisons. • Speaking and listening: present recommendations and respond to questions. • Writing: understand audience and purpose.

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WEEK 5 30.11.26–4.12.26	**Write the letter and create the brochure.** • Revisit the features and layout of a letter: greeting, opening, paragraphs, sign-off. • Model writing in the first person as the boy, addressing Grandad. • Organise ideas into a logical sequence: arrival, setting, activities, feelings and recommendation. • Draft the letter using descriptive detail, facts and personal responses. • Use adverbs, expanded noun phrases, conjunctions and appropriate punctuation. • Create a persuasive Spanish coast brochure section using headings, captions and persuasive vocabulary. • Year 2: write a sequence of simple sentences with support and a clear beginning and ending. • Year 3: organise writing into paragraphs and vary sentence structures for effect.	**The tourism team needs a letter and a persuasive brochure to share with potential visitors.** • Children use their research to create a brochure section promoting a Spanish coastal destination. • Include key attractions, landscape, weather and activities. • Use persuasive language to encourage Grandad and other visitors to explore the area. • Share drafts with a partner and identify the most convincing details.	• **First-person voice and pronouns.** • Letter structure and paragraphing. • Past and present tense choices, as appropriate to the imagined visit. • Expanded noun phrases and precise verbs. • Adverbs and conjunctions. • Commas in lists. • Persuasive vocabulary: discover, explore, enjoy, unforgettable, spectacular, wonderful, perfect. • Year 3: ambitious conjunctions and varied sentence openings.	• **Write for a clear audience and purpose.** • Sequence ideas logically and include relevant detail. • Use descriptive and persuasive language. • Geography: communicate findings from a comparison of Spain and the UK. • Art and design: combine text and images effectively in a brochure. • Speaking and listening: explain and justify choices.
WEEK 6 7.12.26–11.12.26	**Finish, edit and improve the letter and brochure.** • Complete the first draft of the letter to Grandad. • Re-read writing to check that it makes sense and that ideas are in a logical order. • Edit for capital letters, full stops, commas, question marks and exclamation marks. • Check spelling of common exception words, homophones and taught vocabulary. • Improve word choices by selecting more precise adjectives, verbs and adverbs. • Check that the letter maintains a first-person voice and includes thoughts and feelings. • Publish a neat final version and complete the brochure. • Year 2: edit with an adult or partner using a simple checklist. • Year 3: independently improve vocabulary, punctuation and sentence structure.	**The coastal experts prepare their final visitor pack.** • Review the information gathered throughout the enquiry. • Check that the letter and brochure give an accurate and appealing picture of the Spanish coast. • Prepare to present the finished work to the tourism team. • Reflect on how the team has helped visitors learn about Spain.	• **Consolidation: capital letters, full stops and commas.** • Question and exclamation marks. • Contractions and homophones. • First-person pronouns and consistent tense. • Expanded noun phrases, adverbs and conjunctions. • Editing for spelling, punctuation and grammar. • Handwriting, presentation and accurate spelling.	• **Produce a coherent letter with a clear audience and purpose.** • Sequence events and ideas logically. • Edit and improve writing independently. • Apply taught grammar and punctuation. • Geography: communicate similarities and differences between the UK and Spain. • Art and design: present information clearly and creatively.
WEEK 7 14.12.26–18.12.26 (Flexible / Christmas week)	**Publish, share and celebrate learning.** • Final opportunity to complete, edit and present the letter and brochure. • Read letters aloud, focusing on expression, clarity and fluency. • Share the Spanish coast brochures and explain key recommendations. • Reflect on how writing changes depending on audience and purpose. • Complete a short end-of-unit reflection: What have I learnt about Spain? What have I learnt about letters? • Use remaining sessions for Christmas writing, reading and flexible curriculum activities.	**Final presentation to the Spanish Coastal Discovery Team.** • Children present their letters and brochures as junior coastal experts. • Celebrate the team's work and explain how the information could help a visitor. • Reflect on the enquiry and the role of the tourism experts.	• **Editing and proofreading.** • Accurate sentence punctuation and spelling. • Reading aloud with expression. • Vocabulary choices for description and persuasion. • Revisit key Spanish vocabulary and greetings. • Handwriting and presentation.	• **Share a completed piece of writing with an intended audience.** • Explain and evaluate choices as a writer. • Demonstrate knowledge of the Spanish coast and comparisons with the UK. • Speaking and listening: present information confidently. • Cross-curricular celebration: Geography, Spanish, Art and Design.