

English KS1 – Medium Term Plan 2019 – 2020

Year 1	Autumn 1 (6.5, plan 6.5)	Autumn 2 (7.5, plan 6)	Spring 1 (6, plan 6)	Spring 2 (6, plan 5)	Summer 1 (5, plan 5)	Summer 2 (7, plan 6)
RC topic	Oceans and Seas	Turrets and Tiaras	It's a Toy Story	Brilliant Brits	What a Wonderful World	The Olympic Games
Week 1 (3 days)	<p>My holiday</p> <p>Recount Write simple first person recounts based on personal experience.</p>	<p>The Enormous Turnip</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p>	<p>The Gingerbread Man</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p> <p>Instructions Following a practical experience, write up the instructions linking to R.C</p>	<p>The Three Billy Goats Gruff</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p>	<p>The Journey (Neil Griffith) Link to R.C.</p> <p>Contemporary fiction – Stories reflecting children's own experiences. Include grammar work and use of NC terminology.</p> <p>Explanations Draw pictures to illustrate a simple process and prepare sentences to support the explanation</p> <p>Poetry vocab building. Create a poem using vocabulary developed.</p>	<p>Non-fiction texts (Olympic sports)</p> <p>Explanations Draw pictures to illustrate a simple process and prepare sentences to support the explanation</p> <p>Presentation /performances to illustrate research</p>
Week 2	<p>Little Red Hen</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p>					
Week 3	<p>The Three Little Pigs</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p> <p>Instructions Following a practical experience, write up the instructions for a simple recipe.</p>	<p>The Kiss that Missed</p> <p>Contemporary fiction – Stories reflecting children's own experiences. Include grammar work and use of NC terminology.</p> <p>Explanations Draw pictures to illustrate a simple process and prepare sentences to support the explanation</p>	<p>Whatever Next</p> <p>Contemporary fiction – Stories reflecting children's own experiences. Include grammar work and use of NC terminology.</p> <p>Instructions Following a practical experience, write up the instructions linking to R.C</p>	<p>Where the Wild Things Are</p> <p>Contemporary fiction – Stories reflecting children's own experiences. Include grammar work and use of NC terminology.</p> <p>Recount Write simple first person recounts based on personal experience.</p>	<p>Report A simple non-chronological report with a series of sentences to describe aspects of the subject</p> <p>Labels, lists and captions Write labels and sentences for an in-class exhibition/ museum display.</p>	<p>The Magic Porridge Pot (Stega Nona)</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p> <p>Instructions Following a practical experience, write up the instructions linking to R.C</p>
Week 4					<p>Handa's Surprise</p> <p>Stories with recurring literary language Write a re-telling of the story using oracy practise and drama.</p>	
Week 5	<p>Commotion in the Ocean</p> <p>Poetry vocab building. Create a poem using</p>	<p>Bear on a bike</p> <p>Stories with recurring literary language Write a re-telling of the</p>	<p>Performance project – can link to RC</p> <p>Vocabulary and sentence work. Focus on oracy skills for a performance piece.</p>	<p>What I Love About School - Poetry performance</p> <p>Vocabulary and sentence</p>		<p>The Seven Chinese Brothers (and Sisters)</p> <p>Contemporary fiction –</p>

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Week 6	vocabulary developed. Report A simple non-chronological report with a series of sentences to describe aspects of the subject	story using oracy practise and drama.		work. Focus on oracy skills for a performance piece.		Stories reflecting children's own experiences. Include grammar work and use of NC terminology. Report A simple non-chronological report with a series of sentences to describe aspects of the subject
Week 7	Presentation project – Action Project Labels, lists and captions Write labels and sentences for an in-class exhibition/ museum display.	Links to the Nativity – poetry and letter to Santa				

Y1 Guide for progression in writing – based on talk4writing				
Text structure:	Sentence structure:	Word/ Language:	Punctuation:	Terminology:
Consolidate Reception list Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening Once upon a time...	Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i> Also as openers: <i>While...</i>	Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i> Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i>	Consolidate Reception list Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like' Introduce: Punctuation Question mark

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<p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,../ Unfortunately,..</i></p> <p>Resolution <i>Fortunately,..</i></p> <p>Ending <i>Finally,..</i></p> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p><i>When...</i> <i>Where...</i> -‘ly’ openers <i>Fortunately,..Unfortunately, Sadly,..</i> Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		<p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>
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Yr 2	Autumn 1 (6.5, plan 6.5)	Autumn 2 (7.5, plan 6)	Spring 1 (6, plan 6)	Spring 2 (6, plan 5)	Summer 1 (5, plan 5)	Summer 2 (7, plan 6)
RC topic	Ice Worlds	The Terrible Tudors	From A to B (Travel and Transport)	Monarchs and their Influence	Somewhere Beyond the Sea	Explorers
Week 1 (3 days)	<p>Little Red Riding Hood</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p>	<p>The Twits</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Include grammar work and use of NC terminology.</p>	<p>The Magic Paintbrush</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p>	<p>The Queen’s Knickers</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Sentence work, focus on NC terminology.</p>	<p>Cinderella stories from around the world</p> <p>Traditional tales Write a re-telling of a traditional story using oracy practise and drama.</p>	<p>Ming Lo Moves the Mountain – Shared class reading (30 copies available)</p> <p>Stories with recurring literary language Write a re-telling of the story using oracy practise and drama.</p> <p>Instructions Following a practical experience, write up the instructions.</p>
Week 2	<p>Lost and Found</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Include grammar work and use of NC terminology.</p>	<p>Report A newspaper report with a series of sentences to describe aspects of the subject.</p> <p>Persuasive letter Use of persuasive language to persuade Mr and Mrs Twit to behave well..</p>	<p>Vocabulary and sentence work. Focus on oracy skills for a performance piece.</p>	<p>Explanations - Poster Create a piece of writing for a particular purpose</p>		
Week 3	<p>Creative writing - write with a concept from the story.</p> <p>Report A simple non-chronological report with a series of sentences to describe aspects of the subject.</p>		<p>Room on the Broom</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Include grammar work and use of NC terminology.</p>	<p>Princess Daisy and the Dragon and the Nincompoop Knights</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Sentence work, focus on NC terminology.</p>	<p>Burglar Bill</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Sentence work, focus on NC terminology.</p>	<p>Melric – the Magician Who Lost His Magic - Shared class reading (30 copies available)</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Sentence work, focus on NC terminology.</p>
Week 4		<p>Worrisome Wilf’s Beastly Bedtime</p> <p>Contemporary fiction – Stories reflecting children’s own experiences. Include grammar work and use of NC terminology.</p> <p>Recount Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.</p>	<p>Instructions Following a practical experience, write up the instructions.</p> <p>Poetry vocab building. Create a poem using vocabulary developed.</p>	<p>Report A simple non-chronological report with a series of sentences to describe aspects of the subject.</p>	<p>Report A simple non-chronological report with a series of sentences to describe aspects of the subject.</p> <p>Creative writing - write with a concept from the story.</p>	<p>Newspaper report Using formal language for a specific audience.</p>
Week 5	<p>Sidney, Stella and the Moon</p>					<p>Michael Morpurgo - Beauty and the Beast</p>
Week 6				Mock Turtle - Poetry	Reading	- Shared class reading

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	<p>Contemporary fiction – Stories reflecting children’s own experiences. Include grammar work and use of NC terminology.</p> <p>Explanations - Create a piece of writing for a particular purpose</p>	<p>Poetry vocab building. Create a poem using vocabulary developed.</p>		<p>performance</p> <p>Vocabulary and sentence work. Focus on oracy skills for a performance piece.</p>	<p>comprehension and reading skills revision</p>	<p>(30 copies available)</p> <p>Traditional tales - Use a familiar story as a model to write a new one. Creative writing - write with a concept from the story.</p> <p>Vocabulary and sentence work. Focus on oracy skills for a performance piece. Share performances across classes</p>
Week 7		<p>The Christmas Story - Poetry</p> <p>Sentence work, focus on NC terminology. Performance piece.</p>				

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Y2 Guide for progression in writing – based on talk4writing				
Text structure:	Sentence structure:	Word/ Language:	Punctuation:	Terminology:
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce:</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i></p> <p>adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>‘Speech marks’</p> <p>Suffix</p> <p>Verb / adverb</p>

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<p>Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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