

English Medium Term Plan, Autumn 2, 2018 Cygnets Class Topic: 'There's No Place Like Home'

	Reading	Writing	Communication
Objectives	<p>Year 1: Word Reading:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words • Read accurately by blending sounds in familiar words • Read high frequency words • Read words ending in -s, -es, ing, -ed, -er and -est. • Read aloud accurately books that are consistent with phonic knowledge • Re-read these books to build up fluency and confidence in word reading <p>Year 1: Comprehension:</p> <ul style="list-style-type: none"> • Discuss and predict events. • Link reading to own experiences. • Join in with stories and rhymes • Infer what characters are like from their actions. 	<p>Year 1: Writing : composition: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher <p>Writing : Transcription:</p> <ul style="list-style-type: none"> • Form lower-case letters correctly • Use spacing between words • Spell high-frequency words correctly. • Spell words correctly containing learned phonemes. <p>Writing : Grammar:</p> <ul style="list-style-type: none"> • Use 'and' to join sentences • Begin to punctuate using a capital letter for the names of people, places, the days of the week. <p>Year 2: Writing: composition: Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes</p> <ul style="list-style-type: none"> • Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are 	<p>Year1: Use subject specific vocabulary to explain and describe.</p> <p>Speak in a way that is clear and easy for others to hear and understand.</p> <p>Recount experiences with interesting detail</p> <p>Take turns to listen carefully to the contributions of others.</p> <p>Read aloud writing clearly enough to be heard by peers.</p> <p>Year 2: Suggest words or phrases appropriate to the topic</p> <p>Predict events Give just enough detail to keep the audience engaged,</p> <p>Read aloud writing with some intonation</p>

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	<p>Year 2: Word Reading: Read accurately by blending the sounds in words that contain graphemes that have been taught so far. Read high frequency words Read aloud books closely matched to their improving phonic knowledge. Re-read books to build up fluency and confidence.</p> <p>Year 2: Comprehension:</p> <ul style="list-style-type: none"> • Ask and answer questions about texts • Discuss favourite words and phrases • Listen to and discuss a wide range of texts • Recognise and join in with recurring language • Make inferences about what is being said and done 	<p>used correctly and consistently.</p> <ul style="list-style-type: none"> • Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing: Transcription</p> <ul style="list-style-type: none"> • Form lower-case letters and capital letters correctly and of a consistent size • Use spacing between words. • Spell by segmenting words into phonemes and represent them with the correct graphemes • Use the possessive apostrophe. <p>Writing : Grammar</p> <ul style="list-style-type: none"> • Use sentences with different forms: question, statement, exclamation and command • Use extended noun phrases to describe and specify • Use subordination (when, if, that or because) • Use past and present tenses correctly • Use punctuation correctly (capital letter, full stop) • Use and understand grammatical terminology: verb, adjective, noun, comma and apostrophe 	<p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words</p>

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Activities	<p>Stories: Essential books: 'A House is a House For Me' The Three Little Pigs, Hansel and Gretel</p> <p>Poetry: Themes to include Autumn, Fireworks, Christmas and Homes</p> <p>Guided Reading /Paired reading activities.</p> <p>Story times, using Big books and picture books.</p> <p>Reading/reciting poems. Learning a new poem every week.</p> <p>Individual reading books.</p> <p>Looking at and reading topic books</p>	<p>Labels, letters, emails, lists, recounts, non-chronological reports</p> <p>Descriptive writing: Fireworks, 'My Home', the gingerbread house,</p> <p>Writing Acrostic poems, e.g. Fireworks,</p> <p>Writing 'Did you know?' facts for a class display,</p> <p>Factual writing, e.g. Homes in different parts of the world,</p> <p>Writing captions inside speech and thought bubbles</p> <p>Writing activities linked to the Nativity story,</p> <p>Handwriting activities,</p> <p>Spelling and grammar activities,</p> <p>Letters and Sounds activities</p>	<p>Circle times, discussions, Working in pairs, talk partners.</p> <p>Asking questions about the Solar System and Space travel.</p> <p>Circle times: Sharing ideas and thoughts, asking each other questions, recalling facts about the Solar System.</p> <p>Working with a partner to create story maps</p> <p>Reading aloud their own work. Reciting poems together in class. Sharing work in assemblies.</p>