

English Medium Term Plan, Summer 1, Cygnets Class Topic: The Enchanted Woodland

	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 and the days of the week. <p>Writing : Grammar: Introduce Year 2 objectives to improve the quality of the children's writing</p> <ul style="list-style-type: none"> • 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, exclamation mark, question mark, comma) • Use and understand grammatical terminology: verb, adjective, noun, comma apostrophe) 	<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>Suggest words or phrases appropriate to the topic</p> <p>Read aloud writing with some intonation</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words</p>

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Activities	<p>Stories: Fairy Tales set in a forest: Revisit Little Red Riding Hood, Goldilocks and the Three Bears in Guided Reading sessions Reading and writing activities based on Rumpelstiltskin, Jack and The Beanstalk and Rapunzel Aesop's Fables The Gruffalo Percy the Park Keeper</p> <p>Poetry: Themes: Spring, The Forest and woodland animals</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 and information on websites</p> <p>Letters and Sounds activities</p>	<p>Labels, lists, instructions, recounts, retellings, non-chronological reports, descriptive writing and poetry.</p> <p>Descriptive writing: Describing woodland animals.</p> <p>Retelling traditional stories, e.g. Little Red Riding Hood and Hansel and Gretel.</p> <p>Non-chronological writing, e.g. making information leaflets about wild animals.</p> <p>Writing 'Did you know facts' about woodland animals.</p> <p>Writing animal riddles.</p> <p>Writing animal poems</p> <p>Handwriting activities: Continue activities to develop a cursive script, supporting children with joining letters when appropriate.</p> <p>Spelling and grammar activities linked to the National Curriculum.</p> <p>Letters and Sounds activities: Differentiated activities based on Phases 2, 3, 4 and 5 and 6.</p>	<p>Circle times, discussions, Working in pairs, talk partners</p> <p>Circle times: Sharing ideas and thoughts, asking each other questions</p> <p>Working with a partner to generate ideas</p> <p>Reading aloud their own work</p> <p>Reciting poems together in class. Sharing work in assemblies.</p>

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