



Autumn 2022 Mrs Ford Ravenclaw Year One/Two English- Medium Term Plan

Text Focus:	The Bear and The Piano (narrative/adventure)		Links to PSHE
<u>Learning Objectives:</u>	<p>To go on a guided tour of a forest and find an unexpected object.</p> <p>To write sentences for an adventure story: Noticing sentence, Question & Feeling</p> <p>To write sentences for an adventure story: Time adverbial phrases & Noticing sentences.</p> <p>To understand what a piano is and the range of musical sounds it can create</p> <p>To write sentences for an adventure story: Comparatives 'er' endings, Sound & Verbs ending in 'ing.</p> <p>To write sentences for an adventure story: Dialogue, Inner Thought & Past Tense Verbs.</p> <p>To write sentences for an adventure story: Feeling sentence, Repetition for effect & Exclamation sentence</p> <p>To explore night skies and cities at night-time.</p> <p>To write sentences for an adventure story: Feeling sentence, Sound and sight sentence & Alliteration sentence.</p> <p>To write sentences for an adventure story: Simple Sentence, Onomatopoeia & Inner Thought.</p> <p>To write sentences for an adventure story: Dialogue Sentence, Sights, sounds and smells & Purpose Sentence</p> <p>To plan, write and edit own story.</p>		
<u>Links to National Curriculum:</u>	<p><i>Spoken Language</i></p> <p>ask relevant questions to extend their understanding and knowledge.</p> <p>use relevant strategies to build their vocabulary.</p> <p>articulate and justify answers, arguments and opinions.</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>speak audibly and fluently with an increasing command of Standard English.</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>gain, maintain and monitor the interest of the listener(s).</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>select and use appropriate registers for effective communication.</p> <p><i>Writing Composition</i></p> <p>write sentences by saying out loud what they are going to write about.</p> <p>write sentences by composing a sentence orally before writing it.</p> <p>write sentences by sequencing sentences to form short narratives.</p>		

	<p>write sentences by re-reading what they have written to check that it makes sense. discuss what they have written with the teacher or other pupils. read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><i>Sentence</i> joining words and joining clauses using 'and'. How words can combine to make sentences.</p> <p><i>Text</i> Sequencing sentences to form short narratives</p> <p><i>Punctuation</i> Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun 'I'.</p>
<u>Text Focus:</u>	<p>The Colour Monster-Anna Llenas (narrative) Links to PSHE</p>
<u>Learning Objective:</u>	<p>To understand the different emotions in the story To explore the emotions of happiness and sadness To explore the emotions of anger and fear To know ways to help us feel calm To add a new emotion to the story</p>
<u>Links to National Curriculum:</u>	<p><i>Reading Comprehension</i> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher answering and asking questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p><i>Writing Composition</i> writing narratives about personal experiences and those of others (real and fictional) writing about real events</p>

	planning or saying out loud what they are going to write about
<u>Text Focus:</u>	The Hodgeheg-Dick King Smith (non-chronological report) Links to Science
<u>Learning Objectives:</u>	<p>To extract information from a story.</p> <p>Reading and understanding facts about hedgehogs</p> <p>Expanding notes into sentences using sentence openers and generalisers</p> <p>To identify features of a nonchronological report</p> <p>To plan a non-chronological report</p> <p>To write a non-chronological report.</p>
<u>Links to National Curriculum:</u>	<p><i>Reading - comprehension</i></p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>answering and asking questions</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p><i>Writing Composition</i></p> <p>writing about real events</p> <p>writing for different purposes</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><i>Writing - spelling, punctuation and grammar learn how to use:</i></p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p>

	<p><i>Word</i> Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverb</p> <p><i>Sentence</i> Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><i>Terminology for Pupils</i> adjective</p>
<u>Text Focus:</u>	<p>Toys from the past- Sally Hewitt (non-fiction/report) Links to History</p>
<p><u>Learning Objectives:</u></p>	<p>To introduce the shape of a report</p> <p>To experience and play with toys from the past.</p> <p>To write effective sentences for a report: Conjunction / linking words and phrases, Action/feeling & Onomatopoeia</p> <p>To experience a teddy bear’s picnic and gather relevant language to describe our teddy bears</p> <p>To write effective sentences for a report: Alliteration, Question & Synonyms.</p> <p>To experience the variety of computer games and how they have changed over time</p> <p>To write effective sentences for a report: Rhyme, Use ‘because’ & Examples.</p> <p>To experience and play with wheeled toys gathering relevant vocabulary</p> <p>To write effective sentences for a report: Alliteration, Question & Simile</p> <p>To write effective sentences for a report: Exclamation sentence, Positive / negative language & Adjectives in final position</p> <p>To plan, write and edit own report on toys from the future.</p>
<p><u>Links to National Curriculum:</u></p>	<p><i>Spoken Language</i> ask relevant questions to extend their understanding and knowledge. use relevant strategies to build their vocabulary. articulate and justify answers, arguments and opinions. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. speak audibly and fluently with an increasing command of Standard English. consider and evaluate different viewpoints, attending to and building on the contributions of others. select and use appropriate registers for effective communication</p> <p><i>Sentence</i> How words can combine to make sentences. Joining words and joining clauses using ‘and’.</p> <p><i>Punctuation</i></p>

	<p>separation of words with spaces. introduction to capital letters, full stops, question marks and exclamation marks demarcate sentences. capital letters for names and for the personal pronoun 'I'.</p>
Text Focus:	Firework night-by Andrew Collett (List poem) PSHE/History
Learning Objectives:	<p>To introduce the shape of a poem To research firework displays and a wealth of multi-sensory language. To write effective lines for a poem: Noticing, Action & Feeling / Action To write effective lines for a poem: Noticing – Action – Metaphor & Noticing – Action – Feeling To write effective lines for a poem: Movement Metaphor. To write effective lines for a poem: Noticing – Checking To write effective lines for a poem: Feeling & Feeling – Repetition. To plan, write and edit own poem.</p>
Links to National Curriculum:	<p><i>Spoken Language</i> ask relevant questions to extend their understanding and knowledge. use relevant strategies to build their vocabulary. articulate and justify answers, arguments and opinions. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. speak audibly and fluently with an increasing command of Standard English. participate in discussions, presentations, performances, role play, improvisations and debates. gain, maintain and monitor the interest of the listener(s). consider and evaluate different viewpoints, attending to and building on the contributions of others. select and use appropriate registers for effective communication.</p> <p><i>Writing Composition</i> discuss what they have written with the teacher or other pupils. read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><i>Word</i> regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p><i>Punctuation</i></p>

	separation of words with spaces.
<u>Text Focus:</u>	Pinocchio by Carlo Collodi-(narrative, traditional tale) Links to PSHE
<u>Learning Objectives:</u>	<p>To experience the world of puppets through the ages</p> <p>To write effective sentences for our adventure story: Adjectives, Repetition for effect & Feelings</p> <p>To write effective sentences for our adventure story: Time adverbials, Repetition for effect & Question</p> <p>To write effective sentences for our adventure story: Time adverbials, Action (past tense) & Sentence endings</p> <p>To experience Pinocchio’s dilemma of wanting to be a real boy</p> <p>To write effective sentences for our adventure story: Dialogue & Using ‘because’ in a sentence</p> <p>To write effective sentences for our adventure story: Adjectives, Inner thoughts & Adjectives</p> <p>To write effective sentences for our adventure story: Simile, Verbs (‘ed’) & Positive reply</p> <p>To experience the Land of Lost Toys from the book</p> <p>To write effective sentences for our adventure story: Onomatopoeia, Feelings & Repetition for effect</p> <p>To write effective sentences for our adventure story: Show not tell, Verbs & Adjectives</p> <p>To experience a crisis at sea</p> <p>To write effective sentences for our adventure story: Adjectives</p> <p>To write effective sentences for our adventure story: Questions, Simile & Verbs</p> <p>To write effective sentences for our adventure story: Adjectives, Time adverbials & Story endings</p> <p>To plan, write and edit own story.</p>
<u>Links to National Curriculum:</u>	<p><i>Spoken Language</i></p> <p>ask relevant questions to extend their understanding and knowledge.</p> <p>use relevant strategies to build their vocabulary.</p> <p>articulate and justify answers, arguments and opinions.</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>speak audibly and fluently with an increasing command of Standard English.</p> <p>participate in discussions, presentations, performances, roleplay, improvisations and debates.</p> <p>gain, maintain and monitor the interest of the listener(s).</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>select and use appropriate registers for effective communication.</p> <p><i>Writing Composition</i></p> <p>write sentences by saying out loud what they are going to write about.</p>

	<p>write sentences by composing a sentence orally before writing it. write sentences by sequencing sentences to form short narratives. write sentences by re-reading what they have written to check that it makes sense. discuss what they have written with the teacher or other pupils. read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><i>Word</i> How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p> <p><i>Sentences</i> How words can combine to make sentences. Joining words and joining clauses using 'and'.</p> <p><i>Text</i> Sequencing sentences to form short narratives.</p> <p><i>Punctuation</i> Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun 'I'.</p>
<u>Text Focus:</u>	'Twas the Night Before Christmas (poem)
<u>Learning Objectives:</u>	<p>To answer comprehension questions on a narrative poem. To perform a narrative poem as a class. To investigate rhyme in a poem. To find patterns of syllables in a poem. To identify and write noun phrases. To learn to use similes to describe. To write a poem in the style of Moore's poem.</p>
<u>Links to National Curriculum:</u>	<p><i>Reading - word reading</i> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p><i>Reading - comprehension</i> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently recognising simple recurring literary language in stories and poetry</p>

discussing and clarifying the meanings of words, linking new meanings to known vocabulary
discussing their favourite words and phrases
continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
drawing on what they already know or on background information and vocabulary provided by the teacher
checking that the text makes sense to them as they read and correcting inaccurate reading
answering and asking questions
participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing - spelling, punctuation and grammar
expanded noun phrases to describe and specify [for example, the blue butterfly]

Sentence
Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

Terminology for Pupils
noun, noun phrase
adjective

Writing - composition
writing poetry