

English Medium Term Plan Term: Autumn 1 Year: 1

Texts / Genres Covered	Labels, Lists and Signs, Stories in Familiar Settings				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Labels Lists and Signs	<ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *Articulate and justify answers, arguments and opinions *Give well-structured descriptions and explanations *Speak audibly and fluently with an increasing command of Standard English *Participate in discussions, presentations, performances and debates *Gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Recognising and joining in with predictable phrases *Learning to appreciate rhymes and poems, and to recite some by heart *Discussing the significance of the title and events *Participate in discussion about what is read to them, taking turns and listening to what others say *Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *Saying out loud what they are going to write about *Composing a sentence orally before writing it *Re-reading what they have written to check that it makes sense *Discuss what they have written with a teacher and other pupils *Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> *Leaving spaces between words *Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *Learning the grammar in column 1 in year 1 in Appendix 2 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
Week 2 Labels Lists and Signs	<ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *Articulate and justify answers, arguments and opinions *Give well-structured descriptions and explanations *Speak audibly and fluently with an 	<ul style="list-style-type: none"> *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *Saying out loud what they are going to write about *Composing a sentence orally before writing it *Re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> *Leaving spaces between words *Using a capital letter for names of people, places, the days of the week, and the 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case

	<p>increasing command of Standard English</p> <ul style="list-style-type: none"> *Participate in discussions, presentations, performances and debates *Gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> *Learning to appreciate rhymes and poems, and to recite some by heart *Discussing the significance of the title and events *Participate in discussion about what is read to them, taking turns and listening to what others say *Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *Discuss what they have written with a teacher and other pupils *Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>personal pronoun 'I'</p> <ul style="list-style-type: none"> *Learning the grammar in column 1 in year 1 in Appendix 2 	<p>letters in the correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> *Form capital letters
<p>Week 3 Labels Lists and Signs</p>	<ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *Articulate and justify answers, arguments and opinions *Give well-structured descriptions and explanations *Speak audibly and fluently with an increasing command of Standard English *Participate in discussions, presentations, performances and debates *Gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Recognising and joining in with predictable phrases *Learning to appreciate rhymes and poems, and to recite some by heart *Discussing the significance of the title and events *Participate in discussion about what is read to them, taking turns and listening to what others say *Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *Saying out loud what they are going to write about *Composing a sentence orally before writing it *Re-reading what they have written to check that it makes sense *Discuss what they have written with a teacher and other pupils *Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> *Leaving spaces between words *Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *Learning the grammar in column 1 in year 1 in Appendix 2 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters

<p>Week 4 Stories in Familiar Settings</p>	<ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *Ask relevant questions to extend their understanding and build vocabulary and knowledge *Give well-structured descriptions and explanations *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 *Participate in discussions, presentations, performances and debates 	<ul style="list-style-type: none"> *Being encouraged to link what they read or hear read to their own experiences *Checking that the text makes sense to them as they read and correcting inaccurate reading *Discussing the significance of the title and events *Making inferences on the basis of what is being said and done *Predicting what might happen on the basis of what has been read so far 	<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 a teacher and other pupils *Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> *Leaving spaces between words *Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
<p>Week 5 Stories in Familiar Settings</p>	<ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *Ask relevant questions to extend their understanding and build vocabulary and knowledge *Give well-structured descriptions and explanations *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments *Use spoken language to develop 	<ul style="list-style-type: none"> *Being encouraged to link what they read or hear read to their own experiences *Checking that the text makes sense to them as they read and correcting inaccurate reading *Discussing the significance of the title and events *Making inferences on the basis of what is being said and done *Predicting what might 	<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 a teacher and other pupils *Read aloud their writing clearly enough to be heard by their 	<ul style="list-style-type: none"> *Leaving spaces between words *Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *Using a capital letter for names of people, places, the days of the 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place

	<p>understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>*Participate in discussions, presentations, performances and debates</p>	<p>happen on the basis of what has been read so far</p>	<p>peers and the teacher</p>	<p>week, and the personal pronoun 'I'</p>	<p>*Form capital letters</p>
<p>Week 6 Stories in Familiar Settings</p>	<p>*Listen and respond appropriately to adults and their peers</p> <p>*Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>*Give well-structured descriptions and explanations</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>*Participate in discussions, presentations, performances and debates</p>	<p>*Being encouraged to link what they read or hear read to their own experiences</p> <p>*Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>*Discussing the significance of the title and events</p> <p>*Making inferences on the basis of what is being said and done</p> <p>*Predicting what might happen on the basis of what has been read so far</p>	<p>*Saying out loud what they are going to write about</p> <p>*Composing a sentence orally before writing it</p> <p>*Sequencing sentences to form short narratives</p> <p>*Re-reading what they have written to check that it makes sense</p> <p>*Discuss what they have written with a teacher and other pupils</p> <p>*Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>*Leaving spaces between words</p> <p>*Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>*Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>*Sit correctly at a table holding a pencil comfortably and correctly</p> <p>*Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>*Form capital letters</p>

English Medium Term Plan Term: Autumn 2 Year 1:

Texts / Genres Covered	Instructions, Using The Senses poetry				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Instructions	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * 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 * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listeners 	<ul style="list-style-type: none"> * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * 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 * Discussing the significance of the title and events * Making inferences on the basis of what is being said and done 	<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 a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> * Leaving spaces between words * Joining words and joining sentences using 'and' * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and correctly * Begin to form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters
Week 2 Instructions	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and 	<ul style="list-style-type: none"> * Becoming very familiar with key 	<ul style="list-style-type: none"> * Saying out loud what they are going to write 	<ul style="list-style-type: none"> * Leaving spaces between words 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil

	<p>their peers</p> <ul style="list-style-type: none"> * 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 * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listeners 	<p>stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <ul style="list-style-type: none"> * 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 * Discussing the significance of the title and events * Making inferences on the basis of what is being said and done 	<p>about</p> <ul style="list-style-type: none"> * 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 a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> * Joining words and joining sentences using 'and' * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>comfortably and correctly</p> <ul style="list-style-type: none"> *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
Week 3 Instructions	<ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. * Maintain attention and participate actively in 	<ul style="list-style-type: none"> * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * Drawing on what they already know or 	<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 	<ul style="list-style-type: none"> * Leaving spaces between words * Joining words and joining sentences using 'and' * Beginning to punctuate sentences using a capital letter and a full stop, question mark or 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters

	<p>collaborative conversations, staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listeners 	<p>on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> * Checking that the text makes sense to them as they read and correcting inaccurate reading * Discussing the significance of the title and events * Making inferences on the basis of what is being said and done 	<p>have written to check that it makes sense</p> <ul style="list-style-type: none"> * Discuss what they have written with a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>exclamation mark</p>	
<p>Week 4 Using The senses</p>	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * 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 * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart * Checking that the text makes sense to them as they read and correcting inaccurate 	<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 a teacher and other pupils 	<ul style="list-style-type: none"> * Leaving spaces between words * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and correctly * Begin to form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters

	<p>and debates</p> <ul style="list-style-type: none"> * Gain, maintain and monitor the interest of the listeners * Select and use appropriate registers for effective communication. 	<p>reading</p>			
<p>Week 5 Using the Senses</p>	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * 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 * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listeners * Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart * Checking that the text makes sense to them as they read and correcting inaccurate reading 	<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 a teacher and other pupils 	<ul style="list-style-type: none"> * Leaving spaces between words * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and correctly * Begin to form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters
<p>Week 6 Using The Senses</p>	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and 	<ul style="list-style-type: none"> * Saying out loud what they are going to write about 	<ul style="list-style-type: none"> * Leaving spaces between words * Beginning to 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and

	<ul style="list-style-type: none"> * 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 * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listeners * Select and use appropriate registers for effective communication. 	<p>non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart * Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> * 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 a teacher and other pupils 	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <ul style="list-style-type: none"> * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<p>correctly</p> <ul style="list-style-type: none"> *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
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English Medium Term Plan Term Spring 1 Year:

Texts / Genres Covered	Fairy Stories; Repeating Patterns				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1	<p>Listen and respond appropriately to adults and their peers</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>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 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</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with a teacher and other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Leaving spaces between words</p> <p>Joining words and joining sentences using 'and'</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p>

	appropriate registers for effective communication.	and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say			
Week 2	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions 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 and debates	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Drawing on what they already know or on background information and vocabulary provided by the teacher	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 a teacher and other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Leaving spaces between words Joining words and joining sentences using 'and' Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters

	<p>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>Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say</p>			
Week 3	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions 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</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in</p>	<p>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 a teacher and other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Leaving spaces between words Joining words and joining sentences using 'and' Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters</p>

	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances 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>with predictable phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>			
Week 4	<p>Listen and respond appropriately to adults and their peers</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them</p>	<p>Saying out loud what they are going to write about</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with a teacher</p>	<p>Leaving spaces between words</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal</p>	<p>Sit correctly at a table holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>

	<p>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>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>and considering their particular characteristics</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discussing the significance of the title and events</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>and other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>pronoun 'I'</p> <p>Use the grammatical terminology in Appendix 2 in discussing their writing.</p>	
Week 5	<p>Listen and respond appropriately to adults and their peers</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming very familiar</p>	<p>Saying out loud what they are going to write about</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check</p>	<p>Leaving spaces between words</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter</p>	<p>Sit correctly at a table holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in</p>

	<p>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 Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known Drawing on what they already know or on background information and vocabulary provided by the teacher Discussing the significance of the title and events Predicting what might happen on the basis of what has been read so far</p>	<p>that it makes sense Discuss what they have written with a teacher and other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>for names of people, places, the days of the week, and the personal pronoun 'I' Use the grammatical terminology in Appendix 2 in discussing their writing.</p>	<p>the right place</p>
Week 6	<p>Listen and respond appropriately to adults and their peers Use relevant strategies to build their vocabulary Give well-structured</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read</p>	<p>Saying out loud what they are going to write about Sequencing sentences to form short narratives</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or</p>	<p>Sit correctly at a table holding a pencil comfortably and correctly Begin to form lower-case letters in the</p>

	<p>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>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>independently</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discussing the significance of the title and events</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with a teacher and other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Use the grammatical terminology in Appendix 2 in discussing their writing.</p>	<p>correct direction, starting and finishing in the right place</p>
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English Medium Term Plan Term: Spring 2 Year 1:

Texts / Genres Covered	Songs and repetitive poems Information texts (history)				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Songs and repetitive poems	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart * Checking that the text makes sense to them as they read and correcting inaccurate reading 	<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 a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> * Leaving spaces between words * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and correctly * Begin to form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters
Week 2 Songs and repetitive poems	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> * Saying out loud what they are going to write about * Composing a sentence orally before writing it * Sequencing 	<ul style="list-style-type: none"> * Leaving spaces between words * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and correctly * Begin to form lower-case letters in the correct direction,

	<p>and responding to comments</p> <ul style="list-style-type: none"> * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart * Checking that the text makes sense to them as they read and correcting inaccurate reading 	<p>sentences to form short narratives</p> <ul style="list-style-type: none"> * Re-reading what they have written to check that it makes sense * Discuss what they have written with a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<p>starting and finishing in the right place</p> <ul style="list-style-type: none"> *Form capital letters
<p>Week 3 Songs and repetitive poems</p>	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances and debates * Gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart * Checking that the text makes sense to them as they read and correcting inaccurate reading 	<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 a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> * Leaving spaces between words * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters

<p>Week 4 Information Texts (History)</p>	<p>*Listen and respond appropriately to adults and their peers *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 *Participate in discussions, presentations, performances and debates *Gain, * maintain and monitor the interest of the listener(s)</p>	<p>* Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * 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 * Discussing the significance of the title and events * Making inferences on the basis of what is being said and done</p>	<p>*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 a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>*Leaving spaces between words * Joining words and joining sentences using 'and' * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>*Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters</p>
<p>Week 5 Information Texts (History)</p>	<p>*Listen and respond appropriately to adults and their peers *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>* Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>*Saying out loud what they are going to write about * Composing a sentence orally before writing it * Sequencing sentences to form</p>	<p>*Leaving spaces between words * Joining words and joining sentences using 'and' * Beginning to punctuate sentences using a capital letter</p>	<p>*Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in</p>

	<ul style="list-style-type: none"> *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments *Participate in discussions, presentations, performances and debates *Gain, * maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> * 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 * Discussing the significance of the title and events * Making inferences on the basis of what is being said and done 	<p>short narratives</p> <ul style="list-style-type: none"> * Re-reading what they have written to check that it makes sense * Discuss what they have written with a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>and a full stop, question mark or exclamation mark</p>	<p>the right place</p> <ul style="list-style-type: none"> *Form capital letters
<p>Week 6 Information Texts (History)</p>	<ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *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 *Participate in discussions, presentations, performances and debates 	<ul style="list-style-type: none"> * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * Drawing on what they already know or on background information and vocabulary provided by the teacher * Checking that the text makes sense to 	<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 a teacher and other pupils 	<ul style="list-style-type: none"> *Leaving spaces between words * Joining words and joining sentences using 'and' * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters

	<ul style="list-style-type: none">*Gain,* maintain and monitor the interest of the listener(s)	<p>them as they read and correcting inaccurate reading</p> <ul style="list-style-type: none">* Discussing the significance of the title and events* Making inferences on the basis of what is being said and done	<ul style="list-style-type: none">* Read aloud their writing clearly enough to be heard by their peers and the teacher		
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English Medium Term Plan Term: Summer 1 Year 1:

Texts / Genres Covered	Letters,				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Letters	Listen and respond appropriately to adults and their peers 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 Participate in discussions, presentations, performances and debates	Being encouraged to link what they read or hear read to their own experiences Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Sit correctly at a table holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place
Week 2 Letters	Listen and respond appropriately to adults and their peers Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Being encouraged to link what they read or hear read to their own experiences Discussing the significance of the title and events Making inferences on the basis of what is	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Read aloud their	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Sit correctly at a table holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place

	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances and debates	being said and done Predicting what might happen on the basis of what has been read so far	writing clearly enough to be heard by their peers and the teacher		
Week 3 Letters	Listen and respond appropriately to adults and their peers 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 Participate in discussions, presentations, performances and debates	Being encouraged to link what they read or hear read to their own experiences Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Sit correctly at a table holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place
Week 4 Pattern and Rhyme	Listen and respond appropriately to adults and their peers Maintain attention and participate actively in collaborative	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or	Sit correctly at a table holding a pencil comfortably and correctly Begin to form lower-case letters in the

	<p>conversations, staying on topic and initiating and responding to comments</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances and debates</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>Being encouraged to link what they read or hear read to their own experiences</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>have written to check that it makes sense</p>	<p>exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>correct direction, starting and finishing in the right place</p> <p>Form capital letters</p>
<p>Week 5</p> <p>Pattern and Rhyme</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions,</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Leaving spaces between words</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Sit correctly at a table holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p>

	<p>presentations, performances and debates</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>recite some by heart</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>			
<p>Week 6</p> <p>Pattern and Rhyme</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Leaving spaces between words</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Sit correctly at a table holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p>

	Select and use appropriate registers for effective communication				
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English Medium Term Plan Term: Summer 2 Year 1:

Texts / Genres Covered	Fantasy Stories, Information Texts, Poems about Nature				
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Fantasy Stories	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * Use relevant strategies to build their vocabulary * 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 * Participate in 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Being encouraged to link what they read or hear read to their own experiences * Recognising and joining in with predictable phrases * 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 * Making inferences on the basis of what is being said 	<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 a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and correctly * Begin to form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters

	discussions, presentations, performances and debates	and done			
Week 2 Fantasy Stories	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers * Use relevant strategies to build their vocabulary * 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 * Participate in discussions, presentations, performances and debates 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Being encouraged to link what they read or hear read to their own experiences * Recognising and joining in with predictable phrases * 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 * Making inferences on the basis of what is being said and done 	<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 a teacher and other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil comfortably and correctly * Begin to form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters
Week 3 Information	<ul style="list-style-type: none"> * Ask relevant questions to extend their 	<ul style="list-style-type: none"> * Drawing on what they already know or on 	<ul style="list-style-type: none"> * Saying out loud what they are going to write 	<ul style="list-style-type: none"> * Leaving spaces between words 	<ul style="list-style-type: none"> * Sit correctly at a table holding a pencil

Texts	<p>understanding and knowledge</p> <ul style="list-style-type: none"> *Use relevant strategies to build their vocabulary *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. *Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> * Discussing the significance of the title and events 	<p>about</p> <ul style="list-style-type: none"> * 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 a teacher and other pupils 	<ul style="list-style-type: none"> * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<p>comfortably and correctly</p> <ul style="list-style-type: none"> *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
Week 4 Information Texts	<ul style="list-style-type: none"> *Ask relevant questions to extend their understanding and knowledge *Use relevant strategies to build their vocabulary *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. *Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> * Drawing on what they already know or on background information and vocabulary provided by the teacher * Discussing the significance of the title and events 	<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 a teacher and other pupils 	<ul style="list-style-type: none"> * Leaving spaces between words * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * Use the grammatical terminology in Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
Week 5	* Listen and respond	* Listening to and	* Saying out loud what	* Leaving spaces	*Sit correctly at a table

<p>Poems about Nature</p>	<p>appropriately to adults and their peers</p> <ul style="list-style-type: none"> * 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. * 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 and debates * Select and use appropriate registers for effective communication. 	<p>discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> * Being encouraged to link what they read or hear read to their own experiences * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart 	<p>they are going to write about</p> <ul style="list-style-type: none"> * Composing a sentence orally before writing it * Re-reading what they have written to check that it makes sense * Discuss what they have written with a teacher and other pupils 	<p>between words</p> <ul style="list-style-type: none"> * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
<p>Week 6 Poems about Nature</p>	<ul style="list-style-type: none"> * Listen and respond appropriately to adults and their peers 	<ul style="list-style-type: none"> * Listening to and discussing a wide range of poems, stories and non- 	<ul style="list-style-type: none"> * Saying out loud what they are going to write about 	<ul style="list-style-type: none"> * Leaving spaces between words * Beginning to 	<ul style="list-style-type: none"> *Sit correctly at a table holding a pencil comfortably and

	<ul style="list-style-type: none"> * 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. * 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 and debates * Select and use appropriate registers for effective communication. 	<p>fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> * Being encouraged to link what they read or hear read to their own experiences * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> * Composing a sentence orally before writing it * Re-reading what they have written to check that it makes sense * Discuss what they have written with a teacher and other pupils 	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>correctly</p> <ul style="list-style-type: none"> *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters
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