

English Medium Term Plan	
Autumn 2	
Year 1	
Unit:	Stories with repetitive patterns: Zog by Julia Donaldson
Duration:	3-4 weeks
Outcome:	Narrative based on model text with innovation of character/s and setting.
Key Learning Reading:	<ul style="list-style-type: none"> • Make predictions based on what has been read so far. • Identify and discuss the main events in stories. • Identify and discuss the main characters in stories. • Use patterns and repetition to support oral retelling. • Make personal reading choices and explain reasons for their choices. • Orally retell familiar stories in a range of contexts, e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. • Recall specific information in fiction texts. • Make basic inferences about what is being said and done.
Key Learning Writing:	<ul style="list-style-type: none"> • Use the joining word 'and' to link words and clauses. • Say, and hold in memory whilst writing, simple sentences which make sense. • Orally compose every sentence before writing. • Separate words with spaces. • Re-read every sentence to check it makes sense. • Use punctuation to demarcate simple sentences with capital letters and full stops. • Identify and use question marks. • Use capital letters for names of people. • Use familiar plots for structuring the opening, middle and end of their stories.
Unit:	Poems on a theme
Duration:	1 week
Outcome:	Poem based on a theme
Key Learning Reading:	<ul style="list-style-type: none"> • Listen to a range of poems at a level beyond that at which they can read independently. • Make personal reading choices and explain reasons for their choice. • Recognise and join in with language patterns and repetition. • Read words containing <i>-ed</i> endings. • Use patterns and repetition to support oral retelling. • Enjoy and recite rhymes and poems by heart. • Give opinions and support with reasons.
Key Learning Writing:	<ul style="list-style-type: none"> • Orally plan and rehearse ideas. • Separate words with spaces. • Write in different forms with simple text type features - <i>poems with simple structures</i>.

	<ul style="list-style-type: none"> • Read aloud their writing audibly to adults and peers. • Use capital letters for names of places. • Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helped, helper, helping</i>.
Unit:	Range of Non-fiction texts
Duration:	2-3 weeks
Outcome:	An information book
Key Learning Reading:	<ul style="list-style-type: none"> • Introduce and discuss key vocabulary, linking meanings of new words to those already known. • Read aloud accurately books that are consistent with their developing phonic knowledge. • Read accurately by blending sounds in unfamiliar words. • Recall specific information in non-fiction texts. • Activate prior knowledge, e.g. <i>What do you know about the Fire of London?</i> • Explain clearly their understanding of what is read to them. • Listen to what others say. • Take turns. • Locate parts of the text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>. • Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.
Key Learning Writing:	<ul style="list-style-type: none"> • Write simple sentences that can be read by themselves and others. • Use question marks. • Use punctuation to demarcate simple sentences with capital letters and full stops. • Use capital letters for names of people and places. • Write in different forms with simple text type features – <i>information texts</i>. • Discuss their writing with adults and peers. • Read aloud their writing audibly to adults and peers.
Year 2	
Unit:	Traditional Tales with a Twist: Prince Cinders by Babette Cole
Duration:	3-4 weeks
Outcome:	To write an innovated traditional tale with a twist
Key Learning Reading:	<ul style="list-style-type: none"> • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. • Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. • Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. shoulder, roundabout, grouping. • Activate prior knowledge and raise questions, e.g. <i>What do we already know about Cinderella?/the Prince?/Goldilocks?</i> • Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>Long, long ago in a land far away...</i>) • Orally retell a wider range of stories, fairy tales and traditional tales. • Make contributions in whole class and group discussion. • Explain and discuss their understanding, giving opinions and supporting with reasons, e.g. <i>Hansel was clever when he put stones in his pocket because...</i> • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Make inferences about characters and events using evidence from the text, e.g. <i>what is the character thinking, saying and feeling?</i> • Make personal reading choices and give reasons for choices.

Key Learning Writing:	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> • Secure the use of full stops, capital letters, exclamation marks and question marks. • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • Select, generate and effectively use verbs. • Use past tense for narrative. • Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. • Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. • Write about fictional events. • Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>.
Unit:	Instructions
Duration:	2-3 weeks
Outcome:	To write a set of instructions for a new playground game.
Key Learning Reading:	<ul style="list-style-type: none"> • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Read frequently encountered words quickly and accurately without overt sounding and blending. • Read a range of non-fiction texts – instructions. • Sequence and discuss the main points in instructions. • Check that texts make sense while reading and self-correct. • Make contributions in whole class and group discussion. • Listen and respond to contributions from others. • Consider other points of view.
Key Learning Writing:	<ul style="list-style-type: none"> • Use commas to separate items in a list. • Select, generate and effectively use adverbs. • Use the suffix <i>ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>. • Secure the use of full stops, capital letters, exclamation marks and question marks. • Plan and discuss what to write about, e.g. <i>key words and ideas</i>. • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • Use specific text type features to write for a range of audiences and purposes, e.g. <i>to instruct</i>. • Edit and improve their own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. • Proofread to check for errors in spelling, grammar and punctuation.
Year 3	
Unit:	Fables: Aesop's Fables by Michael Rosen
Duration:	2-3 weeks
Outcome:	Fable based on a structure

Key Learning Reading:	<ul style="list-style-type: none"> • Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-. pre</i> • Take note of punctuation, when reading aloud. • Discuss their understanding of the text. • Make predictions based on details stated. • Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. • Orally retell a range of fables. Identify and discuss themes e.g. <i>weak and strong, wise and foolish</i>.
Key Learning Writing:	<ul style="list-style-type: none"> • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. • Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. • Use different sentence structures e.g. adverbs within sentences. • Read and analyse fables in order to plan and write their own versions. • Create and develop characters for a fable. • Discuss and record ideas for planning e.g. story map or chunk a plot • Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i> - appropriate to text type. • Group related material into paragraphs. • Proofread to check for errors in grammar (determiners <i>a/an</i> and adverbs) in own and others' writing.
Unit:	Poems with a structure
Duration:	1 week
Outcome:	Poem/s with a structure e.g. shape, calligrams.
Key Learning Reading:	<ul style="list-style-type: none"> • Listen to and discuss a range of poems with a structure e.g. <i>shape, calligrams</i> • Recognise some different forms of poetry e.g. <i>shape, calligrams</i>. • Use intonation, tone and volume when reading aloud. • Discuss their understanding of poems read. • Analyse and evaluate poems looking at language, structure and presentation. • Identify, discuss and collect favourite words and phrases which capture the reader's interest. • Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
Key Learning Writing:	<ul style="list-style-type: none"> • Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. • Identify and discuss the purpose, audience, structure and vocabulary of poetry for writing. • Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms</i>. • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation.
Unit:	Persuasion: Letters
Duration:	2-3 weeks
Outcome:	Persuasive letter
Key Learning Reading:	<ul style="list-style-type: none"> • Listen to and discuss a range of letters including persuasive letters. • Read a range of letters including persuasive letters. • Discuss their understanding of the text. • Analyse and evaluate letters by looking at language, structure and presentation. • Discuss the purpose of paragraphs. • Identify a key idea in a paragraph.

	<ul style="list-style-type: none"> Evaluate how specific information is organised within a persuasive letter.
Key Learning Writing:	<ul style="list-style-type: none"> Use present perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>Year Three have researched different foods which are healthy.</i> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>because, if, so, although.</i> Explore and identify main and subordinate clauses in complex sentences. Read and analyse letters in order to plan and write their own. Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive letters. Discuss and record ideas for planning e.g. boxing up Group related material into paragraphs. Proofread to check for errors in spelling and punctuation in own and others' writing.
Year 4	
Unit:	Fairy Tales: The Pied Piper of Hamelin by Michael Morpurgo
Duration:	3-4 weeks
Outcome:	Innovated narrative based on a model.
Key Learning Reading:	<ul style="list-style-type: none"> Listen to, read and discuss a fairy tale. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts they read. Identify and discuss effective words and phrases which capture the reader's interest and imagination. Demonstrate active reading strategies, e.g. raising questions and answers. Orally retell a fairy story. Make predictions based on information stated and implied. Justify responses to the text using PE prompt (point + evidence). Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify, analyse and discuss themes, e.g. <i>safe and dangerous, just and unjust.</i>
Key Learning Writing:	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when, e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use commas to mark clauses in complex sentences. Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at four o'clock."</i> Read and analyse a fairy tale in order to plan and write their own versions. Discuss and record ideas for planning, e.g. <i>chunk a plot.</i> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. Plan and write an opening paragraph which combines setting and character. Improvise and compose dialogue. Link ideas across paragraphs using fronted adverbials.
Unit:	Classic Narrative Poetry
Duration:	1 week
Outcome:	Learn a poem by heart for performance
Key Learning Reading:	<ul style="list-style-type: none"> Listen to, read and discuss a classic narrative poem. Explain the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.

	<ul style="list-style-type: none"> • Demonstrate active reading strategies, e.g. generating questions, finding answers, constructing images. • Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action. • Learn a poem by heart and rehearse for performance.
Key Learning Writing:	<ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases, e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i>
Unit:	Recount: Newspapers
Duration:	2-3 weeks
Outcome:	Newspaper report
Key Learning Reading:	<ul style="list-style-type: none"> • Read books and texts for a range of purposes and respond in a variety of ways. • Listen to, read and discuss a range of newspapers in print and on screen. • Demonstrate active reading strategies, e.g. <i>generating questions, finding answers.</i> • Navigate texts to locate and retrieve information in print and on screen. • Record information from a range of non-fiction. • Scan for dates, numbers and names. • Analyse and evaluate texts looking at language, structure and presentation. • Explain how paragraphs are used to order ideas, and how they are linked.
Key Learning Writing:	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns. • Explore, identify, collect and use noun phrases, e.g. <i>The stranger, dressed in red and yellow...</i> • Read and analyse non-fiction in order to plan and write their own versions. • Discuss and record ideas for planning, e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> • Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes</i> • Identify and discuss the purpose, audience, language and structures of non-fiction for writing. • Use paragraphs to organise writing in non-fiction texts.
Year 5	
Unit:	Stories with Historical Settings
Duration:	3-4 weeks
Outcome:	<ul style="list-style-type: none"> • New chapter or scene linked to novel/story with historical setting. • Presentation linked to reading, e.g. <i>Is Fagin a hero or a villain?</i>
Key Learning Reading:	<ul style="list-style-type: none"> • Listen to and discuss a range of fiction which they might not choose to read themselves. • Check that the book makes sense to them and demonstrating understanding, e.g. through discussion, use of reading journals. • Explore meaning of words in context. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. • Recommend books to their peers with reasons for choices. • Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary. • Summarise main ideas drawn from more than one paragraph and identify key details which support this.

	<ul style="list-style-type: none"> Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point: Evidence: Explanation. Prepare formal presentations individually or in groups. Use notes to support presentation of information.
Key Learning Writing:	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>-ing</i> openers. Create complex sentences by using relative clauses with relative pronouns, e.g. <i>Fagin, who was the leader of the pickpockets, was a despicable character.</i> Select the appropriate language and structures. Note and develop ideas. Think how authors develop characters and settings in books and films. Select <i>appropriate</i> structure, vocabulary and grammar Blend action, dialogue and description within paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Unit:	Film and Play Scripts
Duration:	2-3 weeks
Outcome:	<ul style="list-style-type: none"> Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).
Key Learning Reading:	<ul style="list-style-type: none"> Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation). Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Demonstrate active reading strategies, e.g. <i>generating questions to refine thinking</i>. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
Key Learning Writing:	<ul style="list-style-type: none"> Demarcate complex sentences using commas and explore ambiguity of meaning. Identify and use brackets and dashes. Identifying the audience and purpose. Select the appropriate language and structures. Note and developing ideas. Think how authors develop characters and settings in films and performances. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Unit	Classic Narrative Poetry: Timothy Winters by Charles Causley
Duration:	1-2 weeks
Outcome:	<ul style="list-style-type: none"> An oral performance of a poem. A new poem, or verse for a poem, based on a model.
Key Learning Reading:	<ul style="list-style-type: none"> Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Explore, recognise and use the terms <i>metaphor, simile, imagery</i>. Explain the effect on the reader of the authors' choice of language. Learn a wider range of poems by heart.
Key Learning Writing:	<ul style="list-style-type: none"> Create and punctuate sentences using simile starters. Select the appropriate language and structures. Use similar writing models.

	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Use appropriate intonation and volume. Ensure meaning is clear.
Year 6	
Unit:	Classic Fiction: Goodnight Mister Tom by Michelle Magorian
Duration:	3-4 weeks
Outcome:	<p>A new story or chapter using characters and/or plot structures from a classic novel, for example:</p> <ul style="list-style-type: none"> using the structure of the chapters about William from <i>Goodnight Mister Tom</i> create an additional character and write the chapter. write a new adventure/experience for William.
Key Learning Reading:	<ul style="list-style-type: none"> Listen to, read and discuss an increasingly wide range of fiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies, e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt- Point + Evidence + Explanation. Make comparisons within and across texts. Recognise themes within and across texts, e.g. <i>hope, peace, fortune, survival</i>. Compare texts written in different periods. Analyse the conventions of different types of writing, e.g. <i>use of dialogue to indicate historical settings for a story</i>. Express preferences about a wider range of books including fiction from our literary heritage
Key Learning Writing:	<ul style="list-style-type: none"> Investigate and collect a range of synonyms and antonyms, e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. Use devices to build cohesion between paragraphs in narrative, e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then</i>. Explore, collect and use vocabulary typical of formal and informal speech. Use a range of planning approaches. Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes, e.g. dialogue within narrative (formal or informal) Use devices to build cohesion within and across paragraphs. Blend action, dialogue and description within paragraphs to convey character and advance the action. Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors.
Unit:	Poetry- Songs and Lyrics
Duration:	1-2 weeks
Outcome:	<ul style="list-style-type: none"> Oral presentation of a poem/song. Reading journal entries detailing personal reflections and responses to songs and poems.
Key Learning Reading:	<ul style="list-style-type: none"> Explore texts in groups and deepening comprehension through discussion. Demonstrate active reading strategies, e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Use a reading journal to record on-going reflections and responses to personal reading. Recognise themes within and across texts, e.g. <i>friendship, loneliness, happiness, hope</i>. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. Learn a wider range of poems by heart. Prepare poems to read aloud and perform using dramatic effects.

Key Learning Writing:	<ul style="list-style-type: none"> ▪ Choose appropriate text-form and type for all writing. ▪ Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Use appropriate and effective intonation and volume. ▪ Add gesture and movement to enhance meaning. ▪ Encourage and take account of audience engagement.
Unit:	Persuasion: A Formal Review
Duration:	1-2 weeks
Outcome:	A formal review of a film.
Key Learning Reading:	<ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of non-fiction. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Scan for key information. ▪ Skim for gist. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Make comparisons within and across texts.
Key Learning Writing:	<ul style="list-style-type: none"> ▪ Select the appropriate structure, vocabulary and grammar. ▪ Use a wide range of devices to build cohesion within and across paragraphs. ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.