

English Medium Term Plan

Autumn 1

Year 1	
Unit:	Stories by the same author: Julia Donaldson
Duration:	2-3 weeks
Outcome:	Narrative based on model text with innovation of character/s and setting.
Key Learning Reading:	<p>Read accurately by blending sounds in unfamiliar words.</p> <p>Relate texts to own experiences.</p> <p>Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text.</p> <p>Use patterns and repetition to support oral retelling.</p> <p>Make predictions based on what has been read so far.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</p> <p>Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</p> <p>Recall specific information in fiction texts.</p> <p>Make basic inferences about what is being said and done.</p>
Key Learning Writing:	<p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Orally compose every sentence before writing.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Re-read every sentence to check it makes sense. Use punctuation to demarcate simple sentences (capital letters and full stops). Compose and sequence their own sentences to write short narratives.</p> <p>Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Write in different forms with simple text type features - narrative</p>
Unit:	Non-chronological reports
Duration:	1-2 weeks
Outcome:	Information poster or booklet.
Key Learning Reading:	<p>Introduce and discuss key vocabulary, linking meanings of words to those already known.</p> <p>Activate prior knowledge, e.g. what do you know about this animal?</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Recall specific information in non-fiction texts.</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.</p>
Key Learning Writing:	<p>Say, and hold in memory whilst writing, simple sentences which make sense. Compose and sequence their own sentences to write short non-fiction texts. Use the joining word and to link words and clauses.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops). Identify and use question marks.</p> <p>Compose and sequence their own sentences to write short non-fiction texts – information texts.</p> <p>Write in different forms with simple text type features – information texts.</p>
Unit:	Poems on a theme

Duration:	1 week
Outcome:	Poem based on a model text. Oral presentation of a poem.
Key Learning Reading:	Listen to and discuss a range of poems at a level beyond at which they can read independently. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Enjoy and recite rhymes and poems by heart. Give opinions and support with reasons, e.g. I like the Penguin because she...
Key Learning Writing:	Make singular nouns plural using 's' Separate words with spaces. Orally plan and rehearse ideas. Write in different forms with simple text type features - poems with simple structures. Read aloud their writing audibly to adults and peers.
Year 2	
Unit:	Stories with familiar settings: The Jolly Postman by Allan Ahlberg
Duration:	3-4 weeks
Outcome:	Letters to/from characters. Innovated narrative based on a model.
Key Learning Reading:	Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Re-read books to build up fluency and confidence in word reading. Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. Identify, discuss and collect favourite words and phrases. Demonstrate understanding of fiction texts by asking and answering who, what, where, when, why, how questions. Make predictions based on what has been read so far. Sequence and discuss the main events in stories. 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. what is a character thinking, saying and feeling?
Key Learning Writing:	Use sentences with different forms: statements and questions. Secure the use of full stops, capital letters, exclamation marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but. Select, generate and effectively use nouns. Use past tense for narratives. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. 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. letters and narrative. Evaluate their writing with adults and peers. Proofread to check for errors in punctuation.
Unit:	Non-Chronological Reports - Creative Learning Opportunities and Outcomes
Duration:	2-3 weeks
Outcome:	Non-chronological report linked to an aspect of the local area presented as an information poster/booklet/ICT outcome.
Key Learning Reading:	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts (see below).

	<p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction.</p> <p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Activating prior knowledge and raising questions, e.g. What do we know? What do we want to know? What have we learned?</p> <p>Identify how specific information is organised within a non-fiction text, e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Demonstrating understanding of non-fiction texts by asking and answering who, what, where, when, why, how questions.</p>
Key Learning Writing:	<p>Use sentences with different forms: statement, question, exclamation.</p> <p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Say, write and punctuate simple and compound sentences using the joining words and, but, so</p> <p>Use present tense for non-chronological reports. Create compound words using nouns, e.g. whiteboard and football.</p> <p>Plan and discuss what to write about, e.g. text mapping, collecting new vocabulary, key words and ideas.</p> <p>Write about real and fictional events.</p> <p>Orally rehearse each sentence prior to writing</p> <p>Develop a positive attitude to writing.</p> <p>Use specific text type features to write for a range of audiences and purposes, e.g. to inform.</p> <p>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>Proofread to check for errors in grammar (present tense) and punctuation.</p>
Unit:	Poems on a theme
Duration:	1-2 weeks
Outcome:	<p>Poem based on a model.</p> <p>Review of a themed poem(s).</p>
Key Learning Reading:	<p>Read aloud poems closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including poetry.</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Use tone and intonation when reading aloud.</p> <p>Recognise the use of repetitive language within a text or poem.</p> <p>Participate in discussion about what is read to them, take turns and listen to what others say.</p> <p>Make contributions in whole class and group discussion.</p> <p>Listen and respond to contributions from others.</p> <p>Make personal reading choices and explain reasons for choices.</p>
Key Learning Writing:	<p>Select, generate and effectively use adjectives.</p> <p>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p> <p>Plan and discuss what to write about, e.g. poetry mapping, collecting new vocabulary, key words and ideas.</p> <p>Write simple poems based on models.</p> <p>Develop a positive attitude to writing.</p> <p>Edit and improve their own writing in relation to audience and purpose.</p>
Year 3	
Unit:	Folk Tales: The Enchanted Forest
Duration:	3-4 weeks
Outcome:	Innovated outcome of a folk tale based on a model

Key Learning Reading:	<p>Use prefixes to understand meanings, e.g. 'un-', 'dis-', 'mis-', 're-', 'pre-'.</p> <p>Listen to and discuss a range of fiction.</p> <p>Orally retell a range of stories, including less familiar folk tales</p> <p>Sequence and discuss the main events in stories.</p> <p>Identify and discuss themes, e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</p> <p>Identify and discuss conventions, e.g. sentence repeated several times.</p> <p>Raise questions during the reading process to deepen understanding, e.g. I wonder why the character.</p>
Key Learning Writing:	<p>Identify, select, generate and effectively use prepositions for where, e.g. above, below, beneath, within, outside, beyond.</p> <p>Use different sentence structures e.g. prepositions to create sentences</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>Improvise, create and write dialogue.</p> <p>Read and analyse narrative in order to plan and write their own versions.</p> <p>Discuss and record ideas for planning, e.g. chunk a plot</p> <p>Create and develop plots based on a model.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p>
Unit:	Recount: Biography
Duration:	2-3 weeks
Outcome:	Biography of a regional/local hero.
Key Learning Reading:	<p>Listen to and discuss a range of biographies.</p> <p>Read a range of biographies.</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Raise questions during the reading process to deepen understanding.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Record information from non-fiction.</p> <p>Discuss the purpose of paragraphs.</p> <p>Identify a key idea in a paragraph.</p> <p>Evaluate how specific information is organised within a non-fiction text, e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Navigate texts in print and on screen.</p>
Key Learning Writing:	<p>Identify clauses in sentences.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions, e.g. when, while, after, before</p> <p>Use different sentence structures e.g. conjunctions to create complex sentences.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. boxing up. Group related material into paragraphs.</p> <p>Use headings and sub headings to organise information.</p>
Year 4	
Unit:	Explanations
Duration:	2-3 weeks
Outcome:	<p>Oral explanation of a process.</p> <p>Written explanation of a process.</p>
Key Learning Reading:	<p>Listen to, read and discuss a range of explanation texts.</p> <p>Orally retell an explanation.</p>

	<p>Analyse and evaluate texts looking at language, structure and presentation. Analyse and evaluate how specific information is organised within an explanation text.</p> <p>Explain how paragraphs are used to order an explanation text.</p>
Key Learning Writing:	<p>Explore, identify and create complex sentences using a range of conjunctions, e.g. subordinating conjunctions to show time - when, later, after, after that, before, meanwhile, first of all, following this, eventually, next (recap and extend from Y3 Key Learning).</p> <p>Explore, identify and create complex sentences using a range of conjunctions, e.g. subordinating conjunctions to show cause and effect – because, if, therefore, as a result, this causes, which causes, consequently.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Discuss and record ideas for planning, e.g. text map, non-fiction bridge, boxing-up text types to create a plan.</p> <p>Use paragraphs to organise writing in non-fiction text.</p> <p>Link ideas across paragraphs.</p> <p>Generate and select from vocabulary banks, e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; technical language appropriate to explanations.</p>
Unit:	Fantasy: The Firework Maker's Daughter by Philip Pullman
Duration:	2-3 weeks
Outcome:	Innovated narrative based on a model.
Key Learning Reading:	<p>Use prefixes to understand meanings, e.g. in-, ir</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Explore the meaning of key vocabulary within the context of the text.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. metaphors, similes.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies, e.g. generate questions, find answers, refine thinking, modify questions, construct images.</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Make and respond to contributions in a variety of group situations, e.g. whole class, independent reading groups, book circles.</p>
Key Learning Writing:	<p>Create sentences with fronted adverbials for when, e.g. As the clock struck twelve, the soldiers sprang into action.</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use nouns for precision, e.g. burglar rather than man; bungalow rather than house.</p> <p>Explore, identify, collect and use noun phrases, e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.</p> <p>Read and analyse narrative.</p> <p>Discuss and record ideas for planning, e.g. storyboard, boxing-up text types to create a plan.</p> <p>Organise paragraphs in narrative.</p> <p>Link ideas within paragraphs, e.g. fronted adverbials for when - In the distance, a lone wolf howled.</p> <p>Generate and select from vocabulary banks, e.g. powerful adverbs, adverbial phrases, appropriate to text type.</p> <p>Proofread to check for errors in grammar (fronted adverbials for when with comma; noun phrases)</p>
Unit:	Film and Playscript – Creative Learning Opportunities and Outcomes.
Duration:	Up to 2 weeks
Outcome:	Script based on a short film.
Key Learning Reading:	<p>Listen to, read and discuss a range of plays.</p> <p>Read plays at an age-appropriate interest level.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p>

	<p>Prepare playscripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p>
Key Learning Writing:	<p>Identify, select and use determiners including:-demonstratives: this/that; these/those-possessives: my/your</p> <p>Effectively use adverbs (Y3 Key Learning)</p> <p>Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Discuss and propose changes to own and others' writing with partners and in small groups.</p> <p>Improve writing in light of evaluation.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>
Year 5	
Unit:	Legends of the British Isles: Bedd Gelert
Duration:	4 weeks
Outcome:	<p>Plan and write a legend based on a model.</p> <p>Tell the legend to an identified audience.</p>
Key Learning Reading:	<p>Listen to and discuss a range of fiction which they might not choose to read themselves (legends)</p> <p>Explore meaning of words in context.</p> <p>Check that the text makes sense to them and demonstrate understanding, e.g. through discussion, use of reading journals.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Predict what might happen from information stated and implied.</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence +Explanation.</p> <p>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Explore themes within and across texts, e.g. heroism, friend or foe.</p> <p>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.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p>
Key Learning Writing:	<p>Create and punctuate complex sentences using '-ed' openers.</p> <p>Blending action and dialogue within paragraphs.</p> <p>Identify the audience and purpose.</p> <p>Use similar writing models.</p> <p>Note and develop ideas.</p> <p>Select appropriate structure, vocabulary and grammar.</p> <p>Assessing the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>Proofread for spelling and punctuation errors.</p>
Unit:	Persuasion
Duration:	3-4 weeks
Outcome:	Persuasive Film/TV broadcast about a place of interest within the British Isles.
Key Learning Reading:	<p>Explain meanings of words within the context of the text.</p> <p>Scan for key words and text marking to locate key information.</p> <p>Distinguish between statements of fact and opinion within a text.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Analyse the conventions of different types of writing, e.g. formal presentations, persuasion.</p> <p>Identify how language, structure and presentation contribute to meaning, e.g. persuasive speech.</p>

	<p>Explain the effect on the reader of the authors' choice of language.</p> <p>Prepare a formal presentation individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p>
Key Learning Writing:	<p>Explore, collect and use modal verbs to indicate degrees of possibility, e.g. might, could, shall, will, must. Create complex sentences by using relative clauses with relative pronouns who, which and where.</p> <p>Note and develop ideas.</p> <p>Draw on reading and research.</p> <p>Select appropriate structure, vocabulary and grammar.</p> <p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>Ensure meaning is clear.</p> <p>Use appropriate intonation and volume.</p>
Year 6	
Unit:	Novel as a theme: Kensuke's Kingdom
Duration:	3-4 weeks
Outcome:	<p>A debate related to an issue from the chosen text.</p> <p>A survival/adventure story.</p>
Key Learning Reading:	<p>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</p> <p>Read books at an age appropriate interest level.</p> <p>Use a reading journal to record on-going reflections and responses to reading. Predict what might happen from information stated and implied.</p> <p>Compare texts written in different periods.</p> <p>Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques.</p> <p>Recognise themes within and across texts, e.g. hope, peace, fortune, survival.</p> <p>Express preferences about a wider range of books including modern fiction and fiction from our literary heritage.</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence, e.g. Point: Evidence: Explanation.</p> <p>Participate in debates on issues related to reading (fiction).</p>
Key Learning Writing:	<p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive, e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken.</p> <p>Use active and passive voice to achieve intended effects.</p> <p>Draw on similar writing models, reading and research.</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!".</p> <p>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.</p>
Unit:	Biography
Duration:	2-3 weeks
Outcome:	Carry out research, write and present a biography
Key Learning Reading:	<p>Analyse the conventions of different types of writing.</p> <p>Through close reading, re-read and read ahead to locate clues to support understanding and justifying with evidence from the text.</p> <p>Scan for key information, e.g. looking for words associated with 'childhood'. Skim for gist.</p> <p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p> <p>Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques.</p>

	<p>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p>
Key Learning Writing:	<p>Manipulate sentences to create particular effects.</p> <p>Use devices to build cohesion between paragraphs in recount, e.g. in the meantime, meanwhile, in due course, until then</p> <p>Draw on similar writing models, reading and research.</p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. rhetorical questions, direct address to the reader.</p> <p>Proofread for grammatical, spelling and punctuation errors.</p> <p>Use appropriate and effective intonation and volume.</p> <p>Encourage and take account of audience engagement.</p>