

## English Medium Term Plan

Spring 1

Year 1

Unit:	Classic Stories
Duration:	2-3 weeks
Outcome:	Narrative based on model text with innovation of character/s and setting.
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Make predictions based on what has been read so far.</li> <li>• Discuss the title and how it relates to the events in the whole story.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ♣ Apply phonic knowledge and skills as the route to decode words.</li> <li>• Read words containing –ed, –er and –est endings.</li> <li>• Use patterns and repetition to support oral retelling.</li> <li>• Give opinions and support with reasons, e.g. I like Peter Rabbit because...</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Orally compose every sentence before writing.</li> <li>• Reread every sentence to check it makes sense.</li> <li>• Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>• Say, and hold in memory whilst writing, simple sentences which makes sense.</li> <li>• Compose and sequence their own sentences to write short narratives.</li> <li>• Sequence ideas and events in narrative.</li> <li>• Identify and use exclamation marks.</li> <li>• Add suffixes to verbs where no spelling change is needed to the root word, e.g. pull – pulled.</li> </ul>
Unit:	Instructions
Duration:	2-3 weeks
Outcome:	A simple set of instructions
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Listen to and discuss a range of texts at a level beyond that at which they can read independently, including non-fiction - a range of instructions.</li> <li>• Recall specific information in non-fiction texts.</li> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>• Check that texts make sense while reading and self-correct.</li> <li>• Listen to what others say.</li> <li>• Take turns.</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Write simple sentences that can be read by themselves and others.</li> <li>• Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>• Reread every sentence to check it makes sense.</li> </ul>

	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Compose and sequence their own sentences to write short non-fiction texts – instructions</li> <li>Sequence ideas and events in non-fiction.</li> <li>Write in different forms with simple text type features, e.g. instructions.</li> <li>Read aloud their writing audibly to adults and peers</li> </ul>
Unit:	Traditional Rhymes
Duration:	1 week
Outcome:	A simple rhyme based on a traditional rhyme.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including poems.</li> <li>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Enjoy and recite rhymes and poems by heart.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Listen to what others say.</li> </ul>
Key Learning Writing:	<p>Orally plan and rehearse ideas.</p> <p>Write in different forms with simple text type features, e.g. poems with simple structures.</p> <p>Write phrases/sentences that can be read by themselves and others. Use capital letters for names of people.</p> <p>Separate words with spaces.</p> <p>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</p> <p>Read aloud their writing audibly to adults and peers.</p>
Year 2	
Unit:	Stories by the same author: books by Simon Bartram
Duration:	3 weeks
Outcome:	Story (or part of a story) based on a model.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read further common exception words, noting tricky parts.</li> <li>Use tone and intonation when reading aloud.</li> <li>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Make predictions based on what has been read so far.</li> <li>Sequence and discuss the main events in stories.</li> <li>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?</li> <li>Make contributions in whole class and group discussion.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use subordination for time using when, before and after, e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</li> <li>• Use past tense for narratives, recounts and historical reports.</li> <li>• Plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas.</li> <li>• Orally rehearse each sentence prior to writing.</li> <li>• Develop a positive attitude to writing.</li> <li>• Write about fictional events.</li> <li>• Develop stamina for writing in order to write at length.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> <li>• Read aloud their writing with intonation to make their meaning clear.</li> </ul>
Unit:	Non-Chronological Reports
Duration:	2-3 weeks
Outcome:	A class information book on the theme of explorers and exploring for the school library (linked to learning opportunities in history).
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>• Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction.</li> <li>• Activate prior knowledge and raise questions, e.g. What do we know? What do we want to know? What have we learned?</li> <li>• Identify how specific information is organised within a non-fiction text, e.g. sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>• Check that texts make sense while reading and self-correct.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Listen and respond to contributions from others.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Use subordination for reason using because and if, e.g. I put on my coat because it was raining. Because it was raining, I put on my coat.</li> <li>• Use present tense for non-chronological reports.</li> <li>• Use past tense for historical reports.</li> <li>• Plan and discuss what to write about, e.g. text mapping, collecting new vocabulary, key words and ideas.</li> <li>• Orally rehearse each sentence prior to writing.</li> <li>• Develop a positive attitude to writing.</li> <li>• Develop stamina for writing in order to write at length.</li> <li>• Use specific text type features to write for a range of audiences and purposes, e.g. to inform.</li> <li>• Write about real events.</li> <li>• Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>• Edit and improve their own writing in relation to audience and purpose.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
Year 3	
Unit:	Story as a theme
Duration:	3-4 weeks

Outcome:	Narrative based on class text: Stig of the Dump by Clive King
Key Learning Reading:	<ul style="list-style-type: none"> <li>Regularly listen to whole novels read aloud.</li> <li>Explain the meaning of unfamiliar words by using the context.</li> <li>Use dictionaries to check meanings of words they have read.</li> <li>Raise questions during the reading process to deepen understanding, e.g. I wonder why she...</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Sequence and discuss the main events in stories.</li> <li>Make and respond to contributions in a variety of group situations, e.g. whole class, pairs</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Identify, select, generate and effectively use prepositions for where, e.g. above, below, beneath, within, outside, beyond.</li> <li>Explore, identify and create complex sentences using a range of conjunctions, e.g. when, before, after, until.</li> <li>Identify clauses in sentences.</li> <li>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. After Barney arrived at the dump, he looked around for Stig.</li> <li>Read and analyse narrative in order to plan and write their own versions.</li> <li>Create and develop plots based on a model.</li> <li>Create and develop settings for narrative.</li> <li>Group related material into paragraphs.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing</li> </ul>
Unit:	Poems on a theme
Duration:	1 week
Outcome:	Poem learned by heart for performance; create a poem linked to theme with a structure.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Read poems for a range of purposes, e.g. enjoyment.</li> <li>Recognise some different forms of poetry.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Participate in discussion about what is read to them and poems they have read independently.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Explore and collect word families, e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</li> <li>Read and analyse poetry in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience and vocabulary of poetry for writing.</li> <li>Generate and select from vocabulary banks appropriate to text type.</li> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>
Unit:	Discussion
Duration:	2 weeks
Outcome:	Discussion presenting different points of view.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Read discussion texts.</li> <li>Read books and texts for a range of purposes, e.g. research</li> <li>Explain the meaning of unfamiliar words by using the context.</li> <li>Discuss their understanding of the text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use point and evidence to structure and justify responses.</li> <li>• Identify a key idea in a paragraph.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation, e.g. discussion texts.</li> <li>• Evaluate how specific information is organised within a discussion text.</li> <li>• Develop and agree on rules for effective discussion.</li> <li>• Take turns and listen to what others say.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Identify clauses in sentences.</li> <li>• Explore, identify and create complex sentences using a range of conjunctions, e.g. because, if, although.</li> <li>• Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</li> <li>• Read and analyse discussion texts in order to plan and write their own versions.</li> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of discussion texts for writing.</li> <li>• Discuss and record ideas for planning, e.g. boxing up</li> <li>• Generate and select from vocabulary banks, e.g. technical language, appropriate to discussion texts.</li> <li>• Group related material into paragraphs</li> </ul>
Year 4	
Unit:	Stories with issues and dilemmas: The Balaclava Story in The Fib by George Layton.
Duration:	3-4 weeks
Outcome:	Story based on a plot structure from a text read or film viewed.
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Listen to, read and discuss a range of fiction and poetry in different forms, e.g. film clips, storytelling, poetry reading.</li> <li>• Regularly listen to whole novels read aloud by the teacher.</li> <li>• Explain the meaning of key vocabulary within the context of the text.</li> <li>• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. metaphors, similes.</li> <li>• Use dictionaries to check meanings of words in the texts that they read.</li> <li>• Make predictions based on information stated and implied.</li> <li>• Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>• Identify main ideas drawn from more than one paragraph and summarising these, e.g. character is evil because 1/2/3 reasons.</li> <li>• Make and respond to contributions in a variety of group situations, e.g. whole class, independent reading groups, book circles.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters, e.g. 'Silently trudging through the snow, Sam made his way up the mountain.'</li> <li>• Use inverted commas and other punctuation to indicate direct speech, e.g. 'The tour guide announced, "Be back here at four o' clock."'</li> <li>• Read and analyse narrative in order to plan and write their own versions.</li> <li>• Discuss and record ideas for planning, e.g. story mountain.</li> <li>• Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>• Plan and write an opening paragraph which combines the introduction of a setting and character/s</li> <li>• Use paragraphs to organise writing in fiction texts</li> </ul>
Unit:	Persuasion
Duration:	2-3 weeks
Outcome:	Persuasive advert

Key Learning Reading:	<ul style="list-style-type: none"> <li>• Use suffixes to understand meanings, e.g. -tion, -sion.</li> <li>• Listen to, read and discuss a range of persuasion in different forms, e.g. advertisements, leaflets in print and on screen.</li> <li>• Justify responses to the text using the PE prompt (Point and Evidence).</li> <li>• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>• Analyse and evaluate how specific information is organised within a persuasive text</li> <li>• Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>• Make and respond to contributions in a variety of group situations, e.g. whole class, independent reading groups, book circles.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns.</li> <li>• Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</li> <li>• Read and analyse persuasive texts in order to plan and write their own versions.</li> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction – persuasive texts.</li> <li>• Discuss and record ideas for planning e.g. boxing-up text types to create a plan.</li> <li>• Generate and select from vocabulary banks e.g. persuasive phrases, alliteration appropriate to persuasion.</li> <li>• Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>• Improve writing in light of evaluation.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> </ul>
Year 5	
Unit:	Science fiction stories< Cosmic by Frank Cottrell-Boyce
Duration:	4 weeks
Outcome:	A science fiction story to entertain an identified audience.
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>• Read books and texts that are structured in different ways for a range of purposes.</li> <li>• Explain the meaning of words within the context of the text.</li> <li>• Use prefixes to understand meaning. (Y4).</li> <li>• Check that the book makes sense to them and demonstrate understanding, e.g. through discussion, use of reading journals.</li> <li>• Demonstrate active reading strategies, e.g. generating questions to refine thinking.</li> <li>• Through close reading of the text, reread and read ahead to locate clues to support understanding.</li> <li>• Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>• Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> <li>• Explain the effect on the reader of the author's choice of language.</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building in their own and others' ideas and challenging views courteously</li> <li>• Recommend books to their peers with reasons for choices</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and teeth.</li> <li>• Link ideas across paragraphs using adverbials for time, place and numbers, e.g. Several hours later, on a nearby planet.</li> <li>• Blend action and description within a paragraph.</li> <li>• Investigate verb prefixes, e.g. auto-, tele-, anti-, inter-, trans-.</li> <li>• Identify the audience and purpose.</li> <li>• Draw on reading and research.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use similar writing models.</li> <li>• Select appropriate structure, vocabulary and grammar.</li> <li>• Note and develop ideas.</li> <li>• Think how authors develop characters and settings (in books, films and performances).</li> <li>• Use appropriate intonation and volume</li> </ul>
Unit:	Information booklets
Duration:	2 weeks
Outcome:	An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (linked to learning opportunities in science)
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Read books and texts that are structured in different ways for a range of purposes.</li> <li>• Check that the book makes sense to them and demonstrate understanding, e.g. through discussion, use of reading journals.</li> <li>• Explain the meaning of words within the context of the text.</li> <li>• Demonstrate active reading strategies, e.g. generate questions to refine thinking, note thoughts in a reading journal.</li> <li>• Scan for key words and text mark to locate key information.</li> <li>• Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>• Analyse the conventions of different types of writing, e.g. use of first person in autobiographies and diaries.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Distinguish between statements of fact or opinion within a text.</li> <li>• Use knowledge of root words to understand meanings of words</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph, e.g. firstly, then, presently, subsequently.</li> <li>• Link ideas across paragraphs using adverbials for place, e.g. On the side of the head ... and numbers, e.g. Secondly, ...</li> <li>• Identify and use brackets to indicate parenthesis, e.g. in formal writing: The cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</li> <li>• Select the appropriate language and structures.</li> <li>• Use similar writing models.</li> <li>• Note and develop ideas.</li> <li>• Draw on reading and research.</li> <li>• Use organisation and presentational devices, e.g. underlining, bullet points, headings.</li> <li>• Proofread for spelling and punctuation errors</li> </ul>
Year 6	
Unit:	Older Literature: Macbeth
Duration:	3-4 weeks
Outcome:	A focus on several extended writing opportunities, with a range of purposes and audiences, in response to key events in the text and/or a retelling of older literature drawing on what they have read as models for their own writing, e.g. use of literary language.
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Explain the meaning of new vocabulary within the context of the text.</li> <li>• 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. Demonstrate active reading strategies, e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group</li> <li>• Explore texts in groups and deepen comprehension through discussion</li> <li>• Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>• Prepare poems and play scripts to read aloud and perform using dramatic effect</li> <li>• Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence, e.g. Point+Evidence+Explanation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make comparisons within and across texts</li> <li>• Compare characters within and across texts.</li> <li>• Compare texts written in different periods.</li> <li>• Recognise themes within and across texts, e.g. hope, peace, fortune, survival.</li> <li>• Analyse the conventions of different types of writing, e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> <li>• Identify how language, structure and presentation contribute to meaning, e.g. persuasive leaflet, balanced argument</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Manipulate sentences to create particular effects.</li> <li>• Investigate and collect a range of synonyms and antonyms, e.g. mischievous, wicked, evil, impish, spiteful, well-behaved</li> <li>• Draw on similar writing models, reading and research.</li> <li>• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>• Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs.</li> <li>• Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. rhetorical questions, direct address to the reader.</li> <li>• Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing</li> </ul>
Unit:	Information text hybrid
Duration:	2 weeks
Outcome:	An information text containing a mixture of non-fiction text types and forms, e.g. a booklet/magazine containing a non-chronological report, discursive argument and biography (recount) based on a famous person such as Shakespeare, or a speech containing elements of persuasion, recount and report
Key Learning Reading:	<ul style="list-style-type: none"> <li>• Explore the meaning of new vocabulary within the context of the text. Scan for key information.</li> <li>• Skim for gist. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Explore texts in groups and deepen comprehension through discussion.</li> <li>• Distinguish between statements of fact or opinion across a range of texts.</li> <li>• Make comparisons within and across texts. Analyse the conventions of different types of writing.</li> <li>• Prepare formal presentations individually or in groups.</li> <li>• Use notes to support presentation of information.</li> <li>• Participate in debates on issues related to reading</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>• Identify and use colons to introduce a list. Punctuate bullet points consistently.</li> <li>• Combine text-types to create hybrid texts, e.g. persuasive speech.</li> <li>• Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.</li> <li>• Explore, collect and use vocabulary typical of formal and informal speech and writing. Identify audience and purpose.</li> <li>• Draw on similar writing models, reading and research.</li> <li>• Select appropriate vocabulary and language effects for task, audience and purpose.</li> <li>• Use appropriate and effective intonation and volume.</li> <li>• Add gesture and movement to enhance meaning.</li> <li>• Encourage and take account of audience engagement</li> </ul>