

Year A Medium Term Plan EYFS and KS1 – English

Autumn Term 1 –

**STONE AGE**

How to Wash a Woolly Mammoth by Michelle Keegan

Cave Baby by Julia Donaldson

Non-fiction - Woolly Mammoth

**Speaking and listening EYFS**

- Listen attentively in a range of situations
- Respond to what they hear with relevant comments, questions or actions

**Year 1**

- Develop ideas and feelings
- Speaking turns

**Year 2**

- Recount experiences and imagine possibilities
- Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups

**Reading**

**Year 1**

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- With help, ask and answer appropriate questions related to text

**Year 2**

In age-appropriate books, the pupil can:

- Ask and answer appropriate questions related to text

**Year 2 Greater Depth**

Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this

**Writing**

**EYFS**

Children use their phonic knowledge to write words in ways which match their spoken sounds.

**Year 1**

- Leave spaces between words
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

**Year 2**

- Use spacing between words that reflects the size of letters
- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Autumn Term 2 –

**Peter Pan Pantomime**

Playscripts

Linked to Pantomime

**Speaking and listening**

**EYFS**

- Listen to stories, accurately anticipating key events
- Give their attention to what others say and respond appropriately, while engaged in another activity

**Year 1**

- Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions

- Attempt different roles and responsibilities in pairs or groups

**Year 2**

- Often connecting ideas vary talk in simple ways to gain and hold attention of the listener

**Reading**

**EYFS**

They use phonic knowledge to decode regular words and read them aloud accurately.

**Year 1**

- Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)
- Read aloud accurately books that are consistent with their developing phonic

**Year 2**

In age-appropriate books, the pupil can:

- Answer questions and make some inferences on the basis of what is being said and done

**Year 2 Greater Depth**

- Discuss their favourite words and phrases and give reasons for this
- Make links between the book they are reading and other books they have read

**Writing**

**EYFS**

Some words are spelt correctly and others are phonetically plausible.

**Year 1**

- Punctuate sentences using a capital letter and a full stop mostly correctly
- Use conjunctions to join clauses e.g. 'and'
- Use a capital letter for the personal pronoun 'I'

**Year 2**

- Write about real events, recording these simply and clearly
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

**Year 2 Greater Depth**

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

- Use the diagonal and horizontal strokes needed to join some letters

## Spring Term 1 –

### TRAVEL AND TRANSPORT

Poetry week

The Twits by Roald Dahl

**Speaking and listening**

**EYFS**

- Follow instructions involving several ideas or actions
- Express themselves effectively, showing awareness of listeners' needs.

**Year 1**

- Organise talk to help the listener, with overall structure evident

**Year 2**

- Show awareness of ways in which speakers vary talk, and why

**Reading**

**EYFS**

Children read and understand simple sentences.

They read some common irregular words.

**EYFS Greater Depth**

They use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary.

**Year 1**

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Check that the text makes sense to them as they read and correct inaccurate reading

**Year 1 Greater Depth**

- With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons

**Year 2**

- Read accurately most words of two or more syllables
- Read most common exception words\*.

In age-appropriate books the pupil can:

- Read words accurately and fluently without overt sounding and blending

**Year 2 Greater Depth**

- Make inferences

**Writing**

**EYFS**

They write simple sentences which can be read by themselves and others.

**Year 1**

- Use a capital letter for names of people, places, the days of the week mostly correctly
- Spell words containing each of the 40+ phonemes already taught mostly accurately

**Year 1 Greater Depth**

- Draw on stories they know to inform their language and sentence structure in their writing

**Year 2**

- Spell many common exception words \*
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

**Year 2 Greater Depth**

- Make simple additions, revisions and proofreading corrections to their own writing

## Spring Term 2 –

### WATER

The Enormous Crocodile

Traditional tales - The Gingerbread man and The Three Pigs, 3 Billy Goats Gruff

Playscripts

**Speaking and listening**

**EYFS**

- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future

- Develop their own narratives and explanations by connecting ideas or events.

**Year 1**

- Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios

**Year 2**

- Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios

**Reading**

**EYFS**

They demonstrate understanding when talking with others about what they have read.

**EYFS Greater Depth**

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.

**Year 1**

- With support, predict what might happen on the basis of what has been read (or images seen)
- With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know

**Year 1 Greater Depth**

- With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?'

**Year 2**

- Read most words containing common suffixes\*

In age-appropriate books the pupil can:

- Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them

**Year 2 Greater Depth**

- With greater confidence, can discuss vocab choices and begin to consider the impact

**Writing**

**EYFS**

They also write some irregular common words.

**Year 1**

- Sequence sentences to form short narratives
- Show some accurate use of -ing -ed -er -est where no change is needed in the spelling of root words for example: helping, helped, helper

**Year 1 Greater Depth**

- Re read writing and make appropriate revisions so that the word choices are effective

**Year 2**

	<ul style="list-style-type: none"> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> </ul> <p><b>Year 2 Greater Depth</b></p> <ul style="list-style-type: none"> <li>• Add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, ful, –less, –ly) *</li> </ul>
<b>Summer Term 1 –</b>	<b>Summer Term 2 –</b>
<p><b>WATER, MILLS AND MARSHES</b></p> <p>Little Blue Boat and the Secret of the Broads by Phil Johnson</p> <p>Fact files</p> <p><b>Speaking and listening</b></p> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Organise talk to help the listener, with overall structure evident</li> <li>• Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions</li> <li>• Adapt language and nonverbal features to suit content and audience</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners in some contexts</li> <li>• Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</li> <li>• Show awareness of ways in which speakers vary talk, and why</li> </ul> <p><b>Reading</b></p> <p><b>EYFS</b></p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><b>EYFS Greater Depth</b></p> <p>They can describe the main events in the simple stories they have read.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)</li> <li>• Read aloud accurately books that are consistent with their developing phonic</li> <li>• Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories</li> <li>• With help, ask and answer appropriate questions related to text</li> <li>• With support, predict what might happen on the basis of what has been read (or images seen)</li> </ul> <p><b>Year 1 Greater Depth</b></p> <ul style="list-style-type: none"> <li>• With support make inferences based on what is being said and done</li> <li>• With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Discuss and explain their understanding of the meaning of vocabulary in the context of the text</li> <li>• Read most words containing common suffixes*</li> </ul>	<p><b>PEOPLE WHO HELP US</b></p> <p>Safety posters - Charlie the Firefighter – Twinkl book</p> <p>Non Chronological Reports –</p> <p>Postman Pat</p> <p><b>Speaking and listening</b></p> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Respond to what they hear with relevant comments, questions or actions</li> <li>• Follow instructions involving several ideas or actions</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• Develop their own narratives and explanations by connecting ideas or events.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and feelings through sustained</li> <li>• Speaking turns</li> <li>• Attempt different roles and responsibilities in pairs or groups</li> <li>• Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Recount experiences and imagine possibilities</li> <li>• Often connecting ideas vary talk in simple ways to gain and hold attention of the listener</li> <li>• Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups</li> </ul> <p><b>Reading</b></p> <p><b>EYFS</b></p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p><b>EYFS Greater depth</b></p> <p>Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know</li> </ul> <p><b>Year 1 Greater Depth</b></p>

In age-appropriate books, the pupil can:

- Answer questions and make some inferences on the basis of what is being said and done
- Ask and answer appropriate questions related to text

#### **Year 2 Greater Depth**

- Discuss their favourite words and phrases and give reasons for this
- Make links between the book they are reading and other books they have read
- Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this

### **Writing**

#### **EYFS**

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

#### **EYFS Greater depth**

- Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.

#### **Year 1**

- Sequence sentences to form short narratives
- Punctuate sentences using a capital letter and a full stop mostly correctly
- Use conjunctions to join clauses e.g. 'and'
- Leave spaces between words
- Use a capital letter for the personal pronoun 'I'

#### **Year 1 Greater Depth**

- Link sentences together with increasing fluency to form a short narrative
- Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately

#### **Year 2**

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use spacing between words that reflects the size of letters

#### **Year 2 Greater Depth**

- Make simple additions, revisions and proofreading corrections to their own writing
- Use the punctuation taught at Key Stage 1 mostly correctly ^
- Spell most common exception words \*

- With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?'

#### **Year 2**

- Read accurately most words of two or more syllables
- Read most common exception words\*.

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending
- Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them

#### **Year 2 Greater Depth**

- Make inferences
- With greater confidence, can discuss vocab choices and begin to consider the impact

### **Writing**

#### **EYFS**

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

#### **EYFS Greater depth**

They use key features of narrative in their own writing.

#### **Year 1**

- Use a capital letter for names of people, places, the days of the week mostly correctly
- Spell words containing each of the 40+ phonemes already taught mostly accurately

• Show some accurate use of -ing -ed -er -est where no change is needed in the spelling of root words for example: helping, helped, helper

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

#### **Year 1 Greater Depth**

- Draw on stories they know to inform their language and sentence structure in their writing
- Re read writing and make appropriate revisions so that the word choices are effective

#### **Year 2**

- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- Spell many common exception words \*
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

#### **Year 2 Greater Depth**

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, ful, -less, -ly) \*
- Use the diagonal and horizontal strokes needed to join some letters