

## Year B Medium Term Plan EYFS and KS1 – English

### Autumn Term 1 –

#### **ALL ABOUT ME**

**KEEPING SAFE** – The Hodgeheg by Dick King-Smith

##### **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)
- Delineate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

### Autumn Term 2 –

#### **CIRCUS CIRCUS!**

Fireworks poetry

Paddington by Michael Bond

The Singing Mermaid by Julia Donaldson

##### **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 –

### **TRADITIONAL TALES** — Goldilocks, Little Red Riding Hood and Rumpelstiltskin

#### **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 phonetic, 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 –

### **WWII**

Diary entries – The Lion and the Unicorn by Shirley Hughes

WWII Ruby in the Ruins by Shirley Hughes

Instructions - Easter DT

#### **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>
<p style="text-align: center;"><b>Summer Term 1 –</b></p>	<p style="text-align: center;"><b>Summer Term 2 –</b></p>
<p><b>PIRATES AND THE OPEN SEAS</b></p> <p>The Day the Crayons Quit by Drew Daywalt  Rhyming - Pirates next door by Johnny Duddle  Octonauts</p> <p><b>Speaking and listening</b>  <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>  <b>EYFS</b></p> <p>Children read and understand simple sentences.  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>	<p><b>THE OLYMPICS</b></p> <p>Welcome to Our World by Moira Butterfield  The Once Upon a Map Book by B.G. Hennessy  Charles Darwin's Around the World Adventure</p> <p><b>Speaking and listening</b>  <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>  <b>EYFS</b></p> <p>They also read some common irregular words.  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.  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>

- Discuss and explain their understanding of the meaning of vocabulary in the context of the text
- Read most words containing common suffixes\*

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