

Year D Medium Term Plan EYFS and KS1 – English

Autumn Term 1 –

EYFS All about me

(Vikings KS2)

Mog by Judith Kerr

Matilda by Roald Dahl

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 –

OCEANS AND CONTINENTS

The Jolly Postman by Janet and Allen Ahlberg

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 –

Spring Term 2 –

CHINESE NEW YEAR

Traditional tales

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 phonic, 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

ART ART ART!

Rhyming - Hairy Mc Clary

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

- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses

Summer Term 1 –	Summer Term 2 –
<p>KNIGHTS AND CASTLES</p> <p>Winnie the Witch The Worst Witch</p> <p>Speaking and listening</p> <p>EYFS</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events <p>Year 1</p> <ul style="list-style-type: none"> • Organise talk to help the listener, with overall structure evident • Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions • Adapt language and nonverbal features to suit content and audience <p>Year 2</p> <ul style="list-style-type: none"> • Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners in some contexts • Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why <p>Reading</p> <p>EYFS</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>EYFS Greater Depth</p> <p>They can describe the main events in the simple stories they have read.</p> <p>Year 1</p> <ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) • Read aloud accurately books that are consistent with their developing phonic • Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories • With help, ask and answer appropriate questions related to text • With support, predict what might happen on the basis of what has been read (or images seen) <p>Year 1 Greater Depth</p> <ul style="list-style-type: none"> • With support make inferences based on what is being said and done • With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons <p>Year 2</p> <ul style="list-style-type: none"> • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Read most words containing common suffixes* <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • Answer questions and make some inferences on the basis of what is being said and done • Ask and answer appropriate questions related to text 	<p>Year 2 Greater Depth</p> <ul style="list-style-type: none"> • Add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, ful, –less, –ly) * <p>OUR VILLAGE</p> <p>Magic Faraway tree by Enid Blyton Gruffalo, Gruffalo’s Child and Stickman by Julia Donaldson</p> <p>Speaking and listening</p> <p>EYFS</p> <ul style="list-style-type: none"> • Respond to what they hear with relevant comments, questions or actions • Follow instructions involving several ideas or actions • Express themselves effectively, showing awareness of listeners’ needs. • 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. <p>Year 1</p> <ul style="list-style-type: none"> • Develop ideas and feelings through sustained • Speaking turns • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios <p>Year 2</p> <ul style="list-style-type: none"> • Recount experiences and imagine possibilities • Often connecting ideas vary talk in simple ways to gain and hold attention of the listener • Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups <p>Reading</p> <p>EYFS</p> <p>They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>EYFS Greater depth</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>Year 1</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes • 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 • With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know <p>Year 1 Greater Depth</p> <ul style="list-style-type: none"> • With prompting, is beginning to discuss the author’s vocabulary choices ‘Why do you think he used...?’ <p>Year 2</p> <ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most common exception words*.

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 *

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