

English – Medium Term Planner

Class: Koala

Teacher: Mrs Tentner

Term: Autumn 1 - 2021

Unit	Duration	Key objectives	Texts and resources	Outcomes
<u>Descriptive writing</u>	2 weeks	<p>Planning, Composing and Evaluating</p> <p>Write simple, coherent narratives about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events Write a story Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. Write a poem based on a given structure Use some adventurous vocabulary Re-read writing for sense Use expression when reading aloud their writing Evaluate their writing with others</p>		<ul style="list-style-type: none"> • Orally say sentence before writing • Use full stops, question marks and exclamation marks • Use capital letters and finger spaces • Edit and improve writing • To spell some tricky words. • Use adjectives in own writing • Use the conjunction and • Use suffixes s, es, ed, er and ing • Re-read what they have written to make sure it makes sense • Use commas between writing • Edit and improve writing with purple polishing pens
<u>Poetry</u>	2 weeks	<p>Grammar, Punctuation and Vocabulary</p> <p>Recognise and write statements Recognise and write questions Recognise and write commands Join sentences with 'or' and 'but' Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Identify and know the purpose of adjectives Write expanded noun phrases Avoid using 'and', 'but', or 'so' after a full stop</p>		<ul style="list-style-type: none"> • Orally say sentence before writing • Use full stops, question marks and exclamation marks • Use capital letters and finger spaces • Edit and improve writing • To spell some tricky words. • Use adjectives in own writing • Use the conjunction and • Use suffixes s, es, ed, er and ing • Re-read what they have written to make sure it makes sense

<p><u>Diary Entry</u></p>	<p>2 Weeks</p>	<p>Spelling</p> <p>Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell words where -es is added to a word ending in y e.g. flies Spell words with the 's' sound spelt c before e, l and y e.g. city Spell words beginning with the 'r' sound spelt wr e.g.wrote Spell words ending with 'ee' sound spelt ey e.g. monkey Spell words with the 'u' sound spelt o e.g. Monday Spell words with the suffix -ly e.g.badly Spell contracted words using the apostrophe e.g. can't Apply spellings and spelling convention taught in their own work</p> <p>Handwriting and Presentation</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Form lower case letters of the correct size relative to one another Use spacing between words that reflects the size of letters</p> <p>Spoken Language</p> <p>Read aloud clearly and use some intonation for effect Listen with sustained concentration Explain their thoughts to a group Respond to other characters in role Take turns speaking their part in acting out familiar stories Add details to their talk to keep the listener interested Follow up listening with relevant questions Keep on topic during discussion</p>		<ul style="list-style-type: none"> • Orally say sentence before writing • Use full stops, question marks and exclamation marks • Use capital letters and finger spaces • Edit and improve writing • To spell some tricky words. • Use adjectives in own writing • Use the conjunction and • Use suffixes s, es, ed, er and ing • Re-read what they have written to make sure it makes sense
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