

Sapphire 2 Medium Term English Plan

- Differentiation by input
- Resources -see the weekly planning and saved files
- Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking
- Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week
- English Cultural Capital = Less opportunities to speak as a family, difficult for families to improve writing during lockdown

Prior knowledge from EYFS curriculum:

Writing: Composition

Planning, Writing and Editing

Communication and Language	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
Expressive Arts and Design	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.

Expressive Arts and Design		<ul style="list-style-type: none"> • Develop storylines in their pretend play.
Literacy	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers.

Non-Fiction			
Reception	Communication and Language	<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Poetry and Performance		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language	<ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.

	Expressive Arts and Design		<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Use of Phrases and Clauses			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use longer sentences of four to six words.
Reception	Communication and Language		<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Awareness of Audience, Purpose and Structure			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.

ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words.
Reception	Communication and Language		<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Writing: Transcription Spelling

Phonics and Spelling Rules

Three and Four-Year-Olds	Literacy		<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Reception	Literacy		<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The learning objectives must be taught in order.							
Autumn first half Topic Traditional tales Animals including humans Seasons	<u>Narrative Writing – Traditional tales</u> Learning objectives: L.O: To sit comfortably at the table, holding a pencil correctly. L.O: To punctuate sentences using a capital letter and a full stop. L.O: To use conjunctions to extend a sentence.	<u>Narrative Writing – Traditional tales</u> Learning objectives: L.O: To use capital letters for people, places, the days of the week, and the personal pronoun ‘I’. L.O: To use a noun phrase to describe. L.O: To use an exclamation mark!	<u>Narrative Writing – Fables</u> Learning objectives: L.O: To punctuate sentences using a capital letter and a full stop. L.O: To use capital letters for people, places, the days of the week, and the personal pronoun ‘I’. L.O: To use conjunctions for sub-ordination.	<u>First person narrative – Animal hunt</u> Learning objectives: L.O: To punctuate sentences using a capital letter and a full stop. L.O: To be able to write sentences in the first person. LO: To use past tense correctly. L.O: To use conjunctions for co-ordination.	<u>Information text non-fiction – Seasons</u> Learning objectives: L.O: To punctuate sentences using a capital letter and a full stop. L.O: To be able to plan what they are going to write about. L.O: To use commas in a list accurately. L.O: To proof-read for spelling and punctuation errors.	<u>Poetry</u> Learning objectives: L.O: To use expanded noun phrases to describe. L.O: To be able to recognise the features of a poem. L.O: To begin to understand homophones.	<u>Assessment, Review and Consolidation</u>
Autumn second half Great Fire of London	<u>Instructions – Beegu</u> Learning objectives: L.O: To punctuate sentences using a capital letter and a full stop. L.O: To use time conjunctions to structure the text. L.O: To use adverbs and verbs to describe how. L.O: To use commas in a list accurately.	<u>Recount – Local area walk</u> Learning objectives: LO: To increase the legibility, consistency and quality of their handwriting. LO: To write about real events, recording them simply and clearly. L.O: To make simple additions to their own work.	<u>Description – Fire Engine</u> Learning objectives: L.O: To use an apostrophe for possession. L.O: To use a range of well-chosen adjectives. L.O: To use an exclamation mark!	<u>Letter – Great Fire of London</u> Learning objectives: LO: To use past tense correctly. L.O: To use an apostrophe for omission. L.O: To be able to use a question mark for a rhetorical question. L.O: To understand homophones – their/there/they’re.	<u>Narrative writing – The Baker’s Boy</u> Learning objectives: L.O: To use adjectives to create expanded noun phrases. L.O: To use different grammatical functions to change a sentence (command, exclamation, statement, question).	<u>Information text non-fiction – Great Fire of London</u> Learning objectives: L.O: To understand the features of an information text. L.O: To use technical vocabulary accurately. L.O: To understand homophones – which, witch.	<u>Assessment and Review</u>
Spring first half Food	<u>Instructions – How to make a pizza</u> Learning objectives: L.O: To use time conjunctions to structure the text. L.O: To use well chosen adverbs and verbs to describe. L.O: To use conjunctions for sub-ordination.	<u>Information text – How to keep healthy</u> Learning objectives: L.O: To use conjunctions for co-ordination. L.O: To use modal verbs. L.O: To use a question mark for a rhetorical question.	<u>Persuasive writing – chocolate bar</u> Learning objectives: L.O: To use sentences with different forms L.O: To choose vocabulary for effect L.O: To use apostrophes for omission.	<u>Recount – visiting the local allotments</u> Learning objectives: L.O: To be able to confidently use commas in a list. L.O: To choose adjectives to create expanded noun phrases. L.O: To use conjunctions for sub-ordination.	<u>Diary entry – Grandpa’s Garden</u> Learning objectives: L.O: To understand the features of a diary entry. L.O: To be able to maintain a flow through a piece of writing. L.O: To experiment using a range of sentence starters to help writing remain cohesive.	<u>Two sided argument - How would it help the planet if everyone grew at least some of their own food?</u> Learning objectives: L.O: To use a question mark for a rhetorical question L.O: To begin to use technical language accurately.	<u>Assessment and Review</u>

						L.O: To use a range of sentence starters to help structure their argument.	
Spring second half Florence Nightingale	<u>Narrative – Hospital</u> <u>Learning objectives:</u> L.O: To use verb/adverbs to build a sense of drama. L.O: To use adjectives to create expanded noun phrases to describe. L.O: To use commas in an expanded noun phrase accurately.	<u>Diary entry – Florence Nightingale</u> <u>Learning objectives:</u> L.O: To use the features of a diary entry. L.O: To begin to structure ideas into paragraphs. L.O: To use emotive vocabulary to describe how Florence is feeling.	<u>Comparative writing – nursing then and now</u> <u>Learning objectives:</u> L.O: To use comparative vocabulary. L.O: To be able to use factual information to compare effectively. L.O: To use an exclamation mark for shock!	<u>Poetry - The Lady with the Lamp</u> <u>Learning objectives:</u> L.O: To use a simile to compare. L.O: To use expanded noun phrases to describe.	<u>Creative writing</u> <u>Learning objectives:</u> L.O: To use a simile to compare. L.O: To proof read work to check for errors. L.O: To use alternate nouns instead of she/he. E.g. the young boy	<u>Creative writing</u> <u>Learning objectives:</u> L.O: To begin to explore a relative clause. L.O: To use conjunctions for sub-ordination. L.O: To begin to explore inverted commas. To recognise they are to be used when someone is talking.	<u>Assessment, Consolidation and Review</u>
Summer first half Animals	<u>Descriptive writing – what am I? African animals</u> <u>Learning objectives:</u> L.O: To use a question mark at the end of a question. L.O: To use an apostrophe for possession. L.O: To use a range of features to describe confidently.	<u>Non-chronological report – Rainforest animals</u> <u>Learning objectives:</u> L.O: To understand the features of a non-chronological report. L.O: To use sub-headings effectively. L.O: To use factual information to support description.	<u>Instructions - How to take care of a ... (vet?)</u> <u>Learning objectives:</u> L.O: To expand on first, next, then to give more detail. L.O: To use well chosen adverbs/ verbs. L.O: To use conjunctions for co-ordination.	<u>Missing animal poster – Lion</u> <u>Learning objectives:</u> L.O: To use a question mark for a rhetorical question L.O: To use emotive language to appeal to an audience L.O: To use similes to describe.	<u>Character description – Polar Bear</u> <u>Learning objectives:</u> L.O: To use a metaphor to describe L.O: To use well-chosen adjectives to describe. L.O: To begin to independently use relative clauses.	<u>Diary - The Rainbow Bear</u> <u>Learning objectives:</u> L.O: To effectively organise the diary entry into paragraphs L.O: To use first person consistently. L.O: To use a range of sentence starters to help writing flow effectively.	<u>Assessment, Consolidation. and Review</u>
Summer second half Grandparents/Family	<u>Newspaper article Significant people - Sir Captain Tom Moore</u> <u>Learning objectives:</u> L.O: To structure work into paragraphs L.O: To use research to ensure the article is well-informed L.O: To understand the purpose of the article	<u>Letter – links with the local community (local care home?)</u> <u>Learning objectives:</u> L.O: To understand the target audience L.O: To ensure writing is clear and coherent and has a purpose L.O: To use conjunctions to explain the purpose of the letter	<u>Third person narrative - Journey</u> <u>Learning objectives:</u> L.O: To write in past tense consistently L.O: To use a wide range of sentence starters to engage an audience. L.O: To use expanded noun phrases confidently.	<u>Third person narrative – Journey</u> <u>Learning objectives:</u> L.O: To recap spelling rules learnt for homophones L.O: To use verb/adverbs effectively. L.O: To begin to include direct speech.	<u>Character description – Tell me a dragon</u> <u>Learning objectives:</u> L.O: To experiment with brackets for supplementary information L.O: To include direct speech. L.O: To use alternate words for said.	<u>Poetry</u> <u>Learning objectives:</u> L.O: To use repeated phrases for effect L.O: To follow the structure of a haiku L.O: To be ambitious with their word choice.	<u>Assessment, Consolidation. and Review</u>

			L.O: To use apostrophes for possession				
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The following skills are taught consistently (even more so) throughout the year:

- Spelling
- Handwriting fluency
- Proofread for spelling and punctuation errors
- Assessing the effectiveness of their own and others' writing

There are multiple opportunities to teach each skill in this plan. If the children fully grasp an objective, there will be no need to teach it again – other than consolidation for examination