

Literacy Medium Term Plan

Sequence of learning 1 (wk 1-4)	Genre: Narrative / Non-Fiction / Poetry Text Type: Report/ instructions / Extended story/ poem/ information	Outcome: children write an advert for the witches house	Texts: Hansel and Gretel
<p>SPOKEN LANGUAGE OBJECTIVES:</p> <ul style="list-style-type: none"> • Give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and build vocabulary and knowledge 	<p>READING OBJECTIVES:</p> <p>Word:</p> <p>Read accurately words of two or more syllables that contain the taught GPCs</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension:</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language.</p> <p>Discussing their favourite words and phrases.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>WRITING OBJECTIVES:</p> <p>Transcription:</p> <p>Expanded noun phrases for description and specification e.g. the spacious living room.</p> <p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Composition:</p> <p>Write idea and/or key words including new vocabulary.</p> <p>Proof read to check for errors in spelling, grammar and punctuation.</p> <p>Common exception words.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known.</p>	<p>KEY VOCAB TO BE USED:</p> <p>Description</p> <p>Subordination and coordinating sentences.</p> <p>Extended noun phrases</p> <p>Sentence types</p> <p>Persuasion</p>
SPOKEN LANGUAGE SUCCESS	READING SUCCESS CRITERIA:	WRITING SUCCESS CRITERIA:	TOPIC LINKS:

<p>CRITERIA:</p> <p>I can talk confidently in a group. I can explain my opinions and ideas. I can listen to what others have to say. I can answer questions asked my adults and my peers. I can take turns. I can ask questions to find out information.</p>	<p>I can use my knowledge of phonemes to decode new words. I can sight read high frequency words. I can talk confidently about the adverts I read. I can pick out good use of language from other adverts. I can explore a range of texts. I can talk about the layout and features of an advert.</p>	<p>Transcription: I can use adjectives to describe. I can extend sentences adding description. I can write in the past and present tense. I can use a range of punctuation accurately. I can use a range of sentence types in my writing. I can separate adjectives in a list using a comma.</p> <p>Composition: I can use a range of vocabulary in my writing. I can check my writing and correct errors. I can apply my knowledge of phonics to spell new words.</p>	<p>Safety Link to topic through the story.</p>
<p>Sequence of learning 3 (weeks 5-7)</p>	<p>Genre: Narrative / Non-Fiction / Poetry Text Type: Report/ instructions / Short narrative/Post card/ poem</p>	<p>Outcome: To write a class poem.</p>	<p>Texts: Winter/ Christmas poems</p>
<p>SPOKEN LANGUAGE OBJECTIVES:</p> <ul style="list-style-type: none"> • Give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Listen and respond appropriately to adults and 	<p>READING OBJECTIVES:</p> <p>Word: Read accurately words of two or more syllables that contain the taught GPCs Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. Re-read these books to build up their fluency and confidence in word</p>	<p>WRITING OBJECTIVES:</p> <p>Transcription/Spelling: Subordination (using ‘when’, ‘if’, ‘that’, ‘because’) and co-ordination (using ‘or’, ‘and’ or ‘but’). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use of the progressive form of verbs</p>	<p>KEY VOCAB TO BE USED: Rhyme Poetry Winter</p>

<p>their peers</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and build vocabulary and knowledge 	<p>reading.</p> <p>Comprehension: Recognising simple recurring literary language in stories and poems. Discussing their favourite words and phrases. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Participating in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>in the present tense and past tense to mark actions in progress. Apostrophes to mark where letters are missing in spelling.</p> <p>Composition: Develop positive attitudes towards, and stamina for, writing by writing:</p> <ul style="list-style-type: none"> Narratives about personal experiences and those of others (real and fictional) About real events Poetry <p>For different reasons Write idea and/or key words including new vocabulary. Proof read to check for errors in spelling, grammar and punctuation.</p>	
<p>SPOKEN LANGUAGE SUCCESS CRITERIA:</p> <p>I can talk confidently in a group. I can explain my opinions and ideas. I can listen to what others have to say. I can answer questions asked my adults and my peers. I can take turns. I can ask questions to find out information.</p>	<p>READING SUCCESS CRITERIA:</p> <p>I can use my knowledge of phonemes to decode new words. I can sight read high frequency words. I can talk confidently about the poems I read. I can talk about my favourite poems. I can talk about the language used in poems.</p>	<p>WRITING SUCCESS CRITERIA:</p> <p>Transcription/Spelling. I can use subordinating conjunctions in my writing. I can use coordinating conjunctions in my writing. I can write a range of sentence types (command, statement, question, exclamation.) I can write in both the past and present tense. I can use apostrophes when writing contracted verbs.</p> <p>Composition I can enjoy writing extended stories. I can orally rehearse my sentence before writing.</p>	<p>TOPIC LINKS: Christmas time RE</p>

		<p>I can plan the content of my writing. I can say what was good about my writing and the writing of my peers. I can reread my writing and make corrections. I can read aloud my writing using expression.</p>	
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Evaluation of sequence of learning 1:
Evaluation of sequence of learning 2: