

Literacy Medium Term Plan

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| <p>Sequence of learning 1 (wk 1+2)</p> | <p>Genre: Narrative / Non-Fiction / Poetry Text Type: Report/ instructions / Extended story/ poem etc.</p> | <p>Outcome: The children will write their own winter poem and read it to their friend/class.</p> | <p>Texts: Jack Frost?</p> |
| <p>SPOKEN LANGUAGE OBJECTIVES: To speak audibly and fluently with an increasing command of standard English.</p> | <p>READING OBJECTIVES: Word: Apply phonic knowledge and skills as the route to decode words Comprehension: Learning to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> | <p>WRITING OBJECTIVES: Transcription: Separation of words with spaces. Composition: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <p>KEY VOCAB TO BE USED: Winter Adjectives Poem Poetry Description Feelings Senses</p> |
| <p>SPOKEN LANGUAGE SUCCESS CRITERIA: I can speak audibly and fluently. I can speak in full sentences. I speak loud enough for my friend to hear me.</p> | <p>READING SUCCESS CRITERIA: Word: I can blend to read words I have written. I can recognise tricky words I have written. Comprehension: I can listen to a poem. I can say a line from a poem.</p> | <p>WRITING SUCCESS CRITERIA: Transcription: Composition:</p> | <p>TOPIC LINKS: Weather- link to topic imagination and innovation 'what would it be like to live in the Arctic?' what clothes would we wear?</p> |
| <p>Sequence of learning 2 (wk3 +4+ 5)</p> | <p>Genre: Narrative / Non-Fiction / Poetry Text Type :Fact file/ Fantasy story.</p> | <p>Outcome: The children will create a fact file about their own wild thing.</p> | <p>Texts: where the wild things are</p> |

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| <p>SPOKEN LANGUAGE OBJECTIVES:</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of standard English • Participate in discussions, presentations, performances and debates • Gain, maintain and monitor the interest of the listener(s) • Listen and respond appropriately to adults and their peers | <p>READING OBJECTIVES:</p> <p>Word: Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension:</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Being encouraged to link what they read or heard to their own experiences.</p> | <p>WRITING OBJECTIVES:</p> <p>Transcription: Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Composition: Say out loud what they are going to write about. Compose a sentence orally before writing. Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <p>KEY VOCAB TO BE USED:</p> <p>Description. Name Habitat Diet Appearance Fact file Fact Information Headings Subheadings</p> |
| <p>SPOKEN LANGUAGE SUCCESS CRITERIA:</p> <p>I can read to my friends. I can discuss the things I like and dislike with my friends. I can listen to my friend when they are reading or talking.</p> | <p>READING SUCCESS CRITERIA:</p> <p>Word: I can read a poem to my friend. I can use my knowledge of phonics to help me read. I can recognise words I have read before.</p> <p>Comprehension: I can explore different types of books. I can talk about the information I have gathered from a book.</p> | <p>WRITING SUCCESS CRITERIA: N/A</p> <p>Transcription:</p> <p>Composition:</p> | <p>TOPIC LINKS:</p> <p>Woodland Link to question- What is in the woods? Chn to use imagination to think of creatures that could be in the woods. D&T Create their own wild thing to live in the woods. Computing- beebots help the Wild thing escape from the woods.</p> |

