

# Literacy Medium Term Plan

Sequence of learning 1 (2 weeks 3 days)	Genre: Narrative / <b>Non-Fiction</b> / Poetry Text Type: <b>Report</b> / instructions / story/ diary	Outcome: The chn will be able to write a non-chronological report about fantastic beasts.	Texts: Fantastic Beasts/ Non Fiction books about animals.
<p>SPOKEN LANGUAGE OBJECTIVES:</p> <p>Select and use appropriate registers for effective communication</p>	<p>READING OBJECTIVES:</p> <p>Word:</p> <ul style="list-style-type: none"> <li>Read words containing <b>suffixes</b>.</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Answering and asking <b>questions</b>.</li> <li>Explain and discuss their <b>understanding</b> of books</li> </ul>	<p>WRITING OBJECTIVES:</p> <p>Transcription:</p> <ul style="list-style-type: none"> <li>Use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences.</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>Develop <b>positive attitudes</b> towards, and <b>stamina</b> for, writing by writing for different reasons.</li> <li><b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.</li> </ul> <p><b>(Inc an Alan Peat sentence structure)</b></p>	<p>Key Vocabulary:</p> <p>Report Creature Description Heading Introduction Facts Habitat Diet Appearance</p>
<p>SPOKEN LANGUAGE SUCCESS CRITERIA:</p> <p>I can read aloud in front of others. I can use expression.</p>	<p>READING SUCCESS CRITERIA:</p> <p>Word:</p> <ul style="list-style-type: none"> <li>I can read words with suffixes.</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>I can read for information.</li> </ul>	<p>WRITING SUCCESS CRITERIA:</p> <p>Transcription:</p> <ul style="list-style-type: none"> <li>I can use capital letters, full stops, question marks and exclamation marks to demarcate a sentence.</li> </ul>	<p>Topic Links</p>

	<ul style="list-style-type: none"> <li>I can discuss what I have read.</li> </ul> <p>I can write answers in full sentences.</p>	<p>Composition:</p> <ul style="list-style-type: none"> <li>I can read aloud my own writing to others.</li> </ul>	
<p><b>Sequence of learning 1 (4 weeks)</b>  <b>1<sup>st</sup> week Literacy goes MADD</b></p>	<p><b>Genre: Narrative / Non-Fiction / Poetry</b>  <b>Text Type: Report/ instructions/ story/ letter.</b></p>	<p><b>Outcome: The chn will be able to write an extended story.</b></p>	<p><b>Texts: George’s Marvellous Medicine</b></p>
<p>SPOKEN LANGUAGE OBJECTIVES:</p> <p>Give well-structured descriptions and explanations.</p>	<p>READING OBJECTIVES:</p> <p>Word:</p> <ul style="list-style-type: none"> <li><b>Read aloud</b> books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Discussing the <b>sequence of events</b> in books and how items of information are related.</li> <li>Checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading.</li> <li><b>Predicting</b> what might happen on the basis of what has been read so far.</li> </ul> <p>Answering and asking <b>questions</b>.</p>	<p>WRITING OBJECTIVES:</p> <p>Transcription:</p> <ul style="list-style-type: none"> <li><b>Subordination</b> (using ‘when’, ‘if’, ‘that’, ‘because’).</li> <li>Expanded <b>noun phrases</b> for description and specification e.g. the blue butterfly.</li> <li>Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</li> <li>Introduction to <b>inverted commas</b> to punctuate direct speech.</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>Re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>Proof read to check for errors in spelling, grammar and punctuation.</li> <li><b>Read aloud</b> their writing</li> </ul>	<p>Key Vocabulary:</p> <p>Character  Description  Language  Dropped clause  Alan Peat sentences  Conjunctions  Adverbs  Speech</p>

		<p>with appropriate intonation to make the meaning clear.</p> <p><b>Alan Peat sentence structure:</b> Noun, which/who/where (subordinate clause).</p>	
<p>SPOKEN LANGUAGE SUCCESS CRITERIA: I can explain I can describe</p>	<p>READING SUCCESS CRITERIA: Word:</p> <ul style="list-style-type: none"> <li>I can read aloud books using my phonics skills.</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>I can discuss the events that I have read about.</li> <li>I can check the text makes sense.</li> <li>I can predict what might happen next.</li> <li>I can answer and ask questions about what I have read.</li> </ul>	<p>WRITING SUCCESS CRITERIA: Transcription:</p> <ul style="list-style-type: none"> <li>I can use different subordinating conjunctions.</li> <li>I can use adventurous adjectives.</li> <li>I can use the present tense correctly.</li> <li>I can use the past tense correctly.</li> <li>I can use inverted commas.</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>I can check and correct my writing.</li> <li>I can read my writing out loud to others.</li> </ul>	Topic Links

Evaluation of sequence of learning 1:
Evaluation of sequence of learning 2:
Evaluation of sequence of learning 3:

