

St John's C of E Infant School
Medium Term Plan – Understanding English, Communications and Languages
Term: Spring 1

Programme of Study	Activity	Success Criteria (Skills)
Read independently and with increasing fluency longer and less familiar texts.	The Great Fire of London 4/1/17 and 9/1/17	I can read on my own or with others both fiction and non fiction texts.
Explain ideas and processes using imaginative and adventurous vocabulary.	Retell the events in own words using the idea of a story mountain to develop structure	I am able to tell others about the story in sufficient detail and using interesting language.
In writing, give some reasons why things happen or characters change. Draw on knowledge and experience of texts in deciding and planning what and how to write.	Describe a character in the story. Create a character who might fit in to this type scenario. Plan how to incorporate this new character into the text.	I am able to describe the characters and any changes that might occur. I can write my own stories and descriptions.
Use planning to establish clear sections for writing and use appropriate language. Write simple and compound sentences and begin to use subordination in relation to time and reason.	Use a wide variety of language to rewrite the event accurately and in different styles, eg, Diary, journalistic, letter. Ensure participation by all members of the class.	I am able to write a story in 3 parts. I try to use joining words to extend my sentences. I always check that my sentences make sense.
	BIG WRITING Retell the story of the Great Fire of London using relevant detail and ensuring correct order of events.	
	GRAMMAR AND PHONICS Adding es to nouns and verbs ending in y: flies, tries, babies, replies Adding ed, ing, er, and est to a root word ending in y with a consonant before it The letter y is changed to an i before ed, er, and est but not before ing, eg, happy, happier, happiest, cry cried crier, crying, ... Ongoing spelling of key words	

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Read several stories with examples of predictable/ patterned language.	The Lighthouse Keeper's Lunch and the story of Grace Darling 16/1/17 and 23/1/17	I can read with sustained concentration and expression.
Retell familiar stories using appropriate voice and story language.	Play story telling games where each child has to continue the story for a set time.	I can retell stories with sustained concentration and expression.
To write a story with a familiar setting.	Plan and write stories individually, in pairs and as a class	I can write my own story using a familiar setting.
To write a 3 part story or a 5 part story depending on ability		I can use a simple structure for my story
To be able to link the opening and closing of a story showing a reason for the plot		I make simple links between the opening and the end of my story
	BIG WRITING Write stories that are based on the Lighthouse Keeper and... Use the story mountain to maintain pace and organisation of writing, use a range of adjectives and adverbs to improve the writing.	
	GRAMMAR AND PHONICS Grammar exercises to develop consistent use of past tense. Suffixes, ment, ness, ful, less, ly. These suffixes are usually added straight onto the root word without alteration... unless the root word ends in y and has more than one syllable, eg, happiness, plentiful, penniless. Phonics check – spelling words with diagraphs.	

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Children hear, read and respond to poems and other humorous texts that play with language, for example riddles, language puzzles, jokes, nonsense sentences, etc	Poetry - including poetry comprehension 30/1/17	I can identify real and made up words. I know that some made up words help to give meaning to the text as a whole.
Explore the writing of silly sentences, jokes, humorous rhymes, etc. using alliteration, onomatopoeia, puns and word-play, etc., as well as repeated patterns, sentence/verse 'starters', etc.	Write their own poems or passages as a way of exploring language use. Focus on adventurous and entertaining language.	I can use patterned language in making up my own poems and rhymes.
Use imaginative and adventurous language choices, further developing children's vocabulary.	Children in pairs or individually write their own sentences, poems, etc.	I can work with others to create my own selection of short poems and sentences.
As a class and in groups, children hear, read and perform a range of humorous poems and other short texts that play with language.	Perform a poem for class assembly.	I can join in with the class to perform poems and texts that use different forms of language.
	<p>GRAMMAR AND PHONICS</p> <p>Contractions: The apostrophe to show where a letter is missing – can't, won't didn't, I'll</p> <p>More able children: The possessive apostrophe in singular nouns – Tom's shoe, the girl's dress, the dog's bone.</p>	

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<p>Develop knowledge of organisational features of texts, ensure full understanding of layout features.</p>	<p>Non-fiction comprehension texts 6/2/17</p> <p>Explore a range of non fiction texts. Create own information pages in the style of the text. Develop comprehension skills</p>	<p>I can put words in alphabetical order.</p> <p>I am able to follow text that is written in different ways and recognise that it is important to read each part.</p> <p>I can distinguish important from less important details</p>
<p>Engage with books though exploring and enacting interpretations. Develop comprehension skills and answer questions.</p>	<p>Select own fiction or non fiction text. Review it and describe it to others.</p> <p>GRAMMAR AND PHONICS - DEPENDING ON PROGRESS THROUGH THE HALF TERM.</p>	<p>I am able to find information in books and put the information I find into my own words.</p> <p>I develop my knowledge by using non fiction texts.</p>

NB: CLASS ASSEMBLY DURING LAST WEEK OF THE HALF TERM.