

St John's C of E Infant School
Medium Term Plan: English
Term: Autumn 2: Remembrance, Space, Christmas 2016

Subject Area	Activity	Objective (Programme of Study)	Success Criteria (Skills)
Literacy	1/11/16 and 7/11/16 Remembrance (cross-curricular link with RE and PSHE)	<p>Close read text to gain information.</p> <p>Make simple notes from non-fiction texts, for example key words and phrases, headings, to use in subsequent writing.</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p>Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate</p> <p>Write from a different point of view. Begin to put themselves in the role of a main character.</p>	<p>I am able to identify the most important parts of a text.</p> <p>I can make a note of key words and phrases that will help me in my own writing.</p> <p>I am able to use some joining words to improve the quality of the sentences that I write.</p> <p>I am able to think about layout and the labelling of my work.</p> <p>I use earlier information to give me ideas of what to write later on.</p> <p>I am able to consider how to make my writing interesting when writing from a different point of view</p>

BIG WRITING: Write non-fiction about the world wars and the story of poppy day. Alternatively, write a made up story about someone who goes off to fight in the war. If possible, also do letter writing or diary writing either from the point of view of a soldier or of someone left behind.

GRAMMAR AND PHONICS:

Recap verbs, adjectives and nouns. Ask children to identify these within passages of writing.

Revise and practise letter formation: use joined style in both practise books and in own writing.

tch – the sound is usually spelt with these three letters – common exceptions are ‘rich, which, much and such’

Adding s and es to words to make the plural if the ending sounds like IZ and forms an extra ‘beat’, it is spelt es, eg, catches, if it already ends in ‘e’ it sounds like this but we just add ‘s’, eg, races, houses, if it ends in a consonant without this sound, just add s, eg, songs, sails.

	<p>14/11/16 Space – The story of Neil Armstrong and the first Lunar Landing</p>	<p>Pose questions and record these in writing, prior to reading.</p> <p>Investigate non-fiction books/ICT texts on similar themes to show that they can give different information and present similar information in different ways.</p> <p>Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about.</p> <p><u>BIG WRITING</u></p> <p>Write the story of the Space Race. Use varied sentence starters and ensure that the writing is chronologically correct. Begin to introduce the idea of paragraphs in the children’s writing – eg developing a paragraph for each part of the story.</p> <p>GRAMMAR AND PHONICS</p> <p>Phonics – er – under, Summer, Winter, brother... ir girl, bird, first, third, shirt, ur turn, hurt, church Thursday, burst. Continue working on verbs, nouns and</p>	<p>I am able to give my own ideas about what I might want to find out.</p> <p>I know how to use information books effectively.</p> <p>I am able to compare the features of information books.</p> <p>I can use some presentational features in my own writing.</p> <p>I use ICT to write some of my own ideas.</p>
--	---	--	--

		<p>adjectives – add adjectives, change the verb to use a similar verb that doesn't entirely change meaning, eg, said = shouted, moaned, whispered, cried...</p> <p>Handwriting: uniformity in letter size and with suitable spacing for the size of the writing.</p>	
	<p>21/11/16 Narrative: Dr Xargles Book of Earthlets</p>	<p>Speak with clarity and intonation when reading texts</p> <p>Tell real and imagined stories using the conventions of familiar stories</p> <p>Adopt roles in groups considering alternative courses of action</p> <p>Draw together simple information and ideas from across the text</p> <p>Draw on knowledge and experience of texts in deciding and planning how to write.</p> <p>Sustain form in narrative including use of person and time</p> <p>BIG WRITING Children to write their own 'Space' story - either visiting another planet or finding an alien here on Earth. Writing should be independent with encouragement to write</p>	<p>I am able to write my own fantasy story.</p> <p>I use extended sentences so that my writing is more interesting.</p> <p>I am able to write a story in 3 parts using specific words to show where each part begins.</p> <p>I use a range of interesting words in my own writing.</p>

		<p>freely using their imaginations. Use of 5 paragraphs and story mountain to practise and model the story</p> <p>GRAMMAR AND PHONICS Recap word endings especially er. Focus on words that are commonly misspelt and that are key words Look at past tense adding 'ed' to verbs – children to practise past, present and future, eg, I walked to school. I walk to school. I will walk to school.</p>	
	28/11/16 5/12/16 The Christmas Story	<p>Identify examples of formal story language. Children prepare and retell familiar stories using appropriate voice for different characters and incorporating some formal story language. Locate key descriptive words and phrases. Discuss how mood and atmosphere were created. Describe characters orally and in writing.(Writing) Children write own stories in the style of a traditional tale. Use past tense consistently and temporal connectives to introduce the different parts of the story.</p>	<p>I am able to retell the Christmas story.</p> <p>I can recognise the opinions of different characters in the story.</p> <p>I know that the story is based on fact but that oral story telling over the ages may have changed some of the events.</p> <p>I am able to write my own version of the story but I maintain all the key events.</p>
	12/12/16	Christmas Activities	