

Overarching theme – Stone Age

<u>Week commencing</u>	<u>Reading</u>	<u>Spelling</u>	<u>Writing Punctuation and Grammar links</u>	<u>Writing opportunities</u>
5/1/26	<ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>VIPERS stem/skills</li> </ul>	Accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle	<ul style="list-style-type: none"> <li>Detailed description – adjectives.</li> <li>Paragraphs to organise in time sequence.</li> <li>Present perfect tense.</li> <li>Apostrophes</li> <li>Character development</li> <li>Setting description</li> <li>Use of speech marks</li> <li>Varied openings</li> <li>Logical sequence</li> </ul>	<b>Narrative – My adventure with Sika: Pugs of the Frozen North</b>
12/1/26	<ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>VIPERS stem/skills</li> </ul>	Breath, breathe, build, busy, business, calendar, caught, centre, century, certain	<ul style="list-style-type: none"> <li>Verbs inc, present perfect</li> <li>Compound Nouns (recap)</li> <li>Conjunctions and subordinating conjunctions</li> <li>Inverted Commas</li> <li>Paragraphs used to group related ideas.</li> <li>Expanded noun phrases</li> <li>Layout features - headline ect.</li> <li>Paragraphs to organise in time sequence - time adverbials</li> <li>Paragraphs used to group related ideas.</li> <li>Direct speech for quotes.</li> </ul>	<b>Newspaper report – Write a newspaper report for The Daily Scourge: I Was a Rat!</b>
19/1/26	<ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> </ul>	Circle, complete, consider, continue, decide, describe, different, difficult, disappear, early	<ul style="list-style-type: none"> <li>Verbs inc, present perfect</li> <li>Compound Nouns (recap)</li> <li>Conjunctions and subordinating conjunctions</li> <li>Inverted Commas</li> <li>Paragraphs used to group related ideas.</li> <li>Expanded noun phrases</li> <li>Layout features - headline ect.</li> <li>Paragraphs to organise in time sequence - time adverbials</li> <li>Paragraphs used to group related ideas.</li> </ul>	<b>Newspaper report – Write a newspaper report for The Daily Scourge: I Was a Rat!</b>

	<ul style="list-style-type: none"> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>VIPERS stem/skills</li> </ul>		<ul style="list-style-type: none"> <li>Direct speech for quotes.</li> </ul>	
26/1/26	<ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>VIPERS stem/skills</li> </ul>	<p>Earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite</p>	<ul style="list-style-type: none"> <li>Detailed description – adjectives.</li> <li>Paragraphs to organise in time sequence.</li> <li>Present perfect tense.</li> <li>Apostrophes</li> <li>Character development</li> <li>Setting description</li> <li>Use of speech marks</li> <li>Varied openings</li> <li>Logical sequence</li> </ul>	<b>Narrative- My Day as a Rat: I Was a Rat!</b>
2/2/26	<ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>VIPERS stem/skills</li> </ul>	<p>February, forward, forwards, fruit, grammar, group, guard, guide, heard, heart</p>	<ul style="list-style-type: none"> <li>Detailed description – adjectives.</li> <li>Paragraphs to organise in time sequence.</li> <li>Present perfect tense.</li> <li>Apostrophes</li> <li>Character development</li> <li>Setting description</li> <li>Use of speech marks</li> <li>Varied openings</li> <li>Logical sequence</li> </ul>	<b>Narrative- My Day as a Rat: I Was a Rat!</b>
9/2/25	<ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> </ul>	<p>Height, history, imagine, increase, important, interest, island, knowledge, learn, length</p>	<ul style="list-style-type: none"> <li>Detailed description – adjectives.</li> <li>Paragraphs to organise in time sequence.</li> <li>Present perfect tense.</li> <li>Apostrophes</li> <li>Character development</li> <li>Setting description</li> <li>Use of speech marks</li> <li>Varied openings</li> <li>Logical sequence</li> </ul>	<b>Narrative- My Day as a Rat: I Was a Rat!</b>



## English Medium-Term Plan

Spring 1

Owl Class

Main text – I Was a Rat!

	<ul style="list-style-type: none"><li>• VIPERS stem/skills</li></ul>			
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