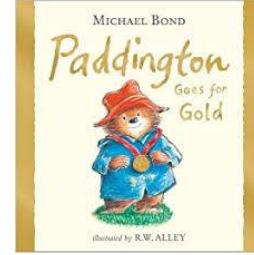
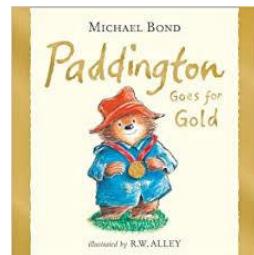
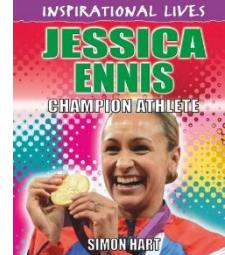
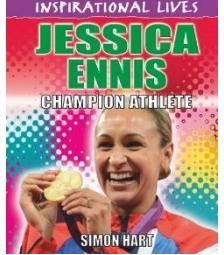
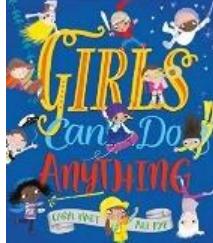
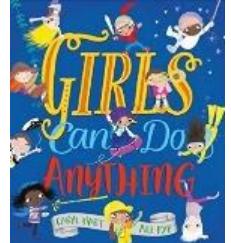
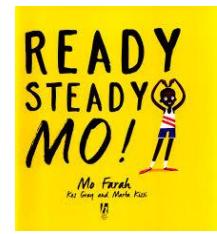
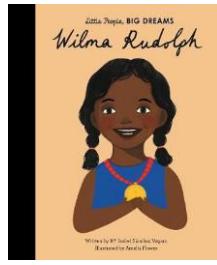
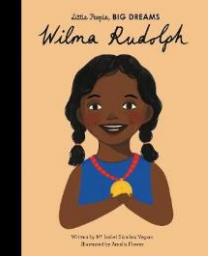
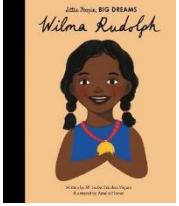
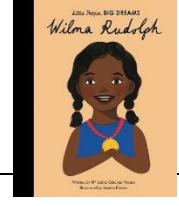


# Medium Term Planning Summer 2- English Y1

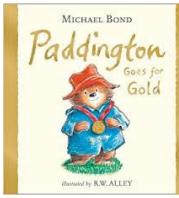
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Class Text	Class Text	Class Text	Class Texts	Non-fiction	Non-fiction
Writing Outcome	Character Description	Character Description	Fact File	Instructions	Interview Questions	Letter
Reading Skill	Retrieval	Retrieval	Sequence events	Vocabulary-Word Meaning	Inference	Non-Fiction Retrieval
Class Text- Used to read aloud to the class and for the Literacy context. This must be linked to the wider curriculum topic.						
Reading Skills Lessons and directed reading for 15 minutes per day. Teacher to allocate pages.						

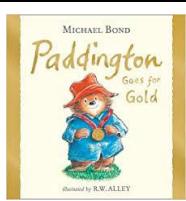
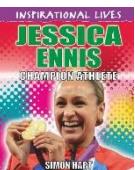
<u>Reading Skills</u>	<u>Skill</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>Directed Reading</u>
Week 1	<b>Retrieval</b>	LO: Retrieve information from the text.	Children will use images and text to retrieve information.			
		LO: Independently apply the taught skill.	Children will read a text tailored to the sounds they know (set 1, 2, or 3) and answer inference questions. <b>Text title: Billie Jean King</b>	I can independently read a text using my current phonetic knowledge. I can answer inference questions based on what I have read.	I can read a text about my age expectations. I can answer higher level questions about what I have read.	Set 1 reading text. Set 2 reading text. Set 3 reading text.
Week 2	<b>Retrieval</b>	LO: Retrieve information from the text.	Children will use images and text to retrieve information.	I can sequence images in chronological order. I can write a caption to match an image.	I can read a series of sentences and place these number these in the order of events.	
		LO: Independently apply the taught skill.	Children will read a text tailored to the sounds they know (set 1, 2, or 3) and answer sequencing events questions. <b>Text title: Wilma Rudolph</b>	I can independently read a text using my current phonetic knowledge. I can sequence events that have happened in the text.	I can read a text about my age expectations. I can answer higher level questions about what I have read.	Set 1 reading text. Set 2 reading text. Set 3 reading text.
Week 3	<b>Sequence events</b>	LO: Sequence events in chronological order.	Children will sequence the events in chronological order.	I can discuss my experiences of Spring,	I can describe my experiences using a range of adjectives.	

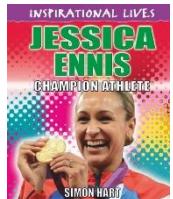
				I can write a series of sentences to describe my experiences.		
		LO: Independently apply the taught skill.	Children will read a text tailored to the sounds they know (set 1, 2, or 3) and answer linking experience questions. <b>Text title:</b>	I can independently read a text using my current phonetic knowledge. I can draw upon my own experiences to answer a question.	I can read a text about my age expectations. I can answer higher level questions about what I have read.	Set 1 reading text. Set 2 reading text. Set 3 reading text.
<b>Week 4</b> 	<b>Inference</b>	LO: To infer meaning from images and text.	Children will use images to infer meaning.	I can talk about the images and text. I can use the text to retrieve information. I can record my ideas in full sentences.	I can relate what I have read to other familiar stories.	
		LO: Independently apply the taught skill.	Children will read a text tailored to the sounds they know (set 1, 2, or 3) and answer retrieval questions. <b>Text title: Wilma Rudolph</b>	I can independently read a text using my current phonetic knowledge. I can use the text to answer retrieval questions.	I can read a text about my age expectations. I can answer higher level questions about what I have read.	Set 1 reading text. Set 2 reading text. Set 3 reading text.
<b>Week 5</b> 	<b>Vocabulary Meaning</b>	LO: Link new vocabulary to familiar experiences.	Children will discuss unfamiliar vocabulary and link this to familiar experiences.	I can match vocabulary to a given meaning. I can use the vocabulary in a sentence.	I can write my own definition of a word.	

		<p>LO: Independently apply the taught skill.</p> <p><b>Text title: Wilma Rudolph</b></p>	<p>Children will read a text tailored to the sounds they know (set 1, 2, or 3) and answer vocabulary questions.</p> <p><b>Text title: Wilma Rudolph</b></p>	<p>I can independently read a text using my current phonetic knowledge.</p> <p>I can ...</p>	<p>I can read a text about my age expectations.</p> <p>I can answer higher level questions about what I have read.</p>	<p>Set 1 reading text.</p> <p>Set 2 reading text.</p> <p>Set 3 reading text.</p>
<p><b>Week 6</b></p>  	<p><b>Non-Fiction Retrieval</b></p>	<p>LO: Retrieve information.</p>	<p>Children will use images and text to retrieve information.</p>	<p>I can talk about the images and text.</p> <p>I can use the text to retrieve information.</p> <p>I can record my ideas in full sentences.</p>	<p>I can relate what I have read to other familiar stories.</p>	
		<p>LO: Independently apply the taught skill.</p>	<p>Children will read a text tailored to the sounds they know (set 1, 2, or 3) and answer inference questions.</p> <p><b>Text title: Grace Clough</b></p>	<p>I can independently read a text using my current phonetic knowledge.</p> <p>I can use the text to answer retrieval questions.</p>	<p>I can independently read a text using my current phonetic knowledge.</p> <p>I can use the text to answer retrieval questions.</p>	<p>Set 1 reading text.</p> <p>Set 2 reading text.</p> <p>Set 3 reading text.</p>

<b>Endpoints:</b>	<p><b>Knowledge:</b> Know how to identify the author and illustrator. Know what and how to use a contents page.</p> <p><b>Skills:</b> Retrieve and record information. Infer meaning from images and text. Read a section of text independently. Discuss what they like/dislike about a text</p> <p><b><u>Question unknown vocabulary.</u></b></p> <p><b>Understanding:</b> Understand how to retrieve information. Understand what inference means.</p> <p><b>Vocabulary:</b> <b>Dogger:</b> bars, anxiously, banisters <b>The Tiny Seed:</b> weed, <b>All about plants:</b> pot bound, swell, germinate, bulb, pips, pods</p>
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<b>Writing</b>	<b>Skill N/C</b>	<b>Learning Objective</b>	<b>Lesson Outcome</b>	<b>ARE Success Criteria</b>	<b>GD Success Criteria</b>	<b>SEND Success Criteria</b>
<b>Week 1</b> 	Describe a character	LO: To identify main characters in a text.	Children will identify the main characters in a text by writing a caption label.	I can identify the main characters in a story and give an opinion.	I can use what has been read so far to inform my opinion.	See IEP, EHCP or Birmingham Toolkit
		LO: To identify and use adjectives in writing	Children will look at an image from a different context and describe the character.	I can use adjectives in writing.	I can use higher level adjectives in my writing.	See IEP, EHCP or Birmingham Toolkit
		LO: To identify the main features of a character	Children will describe the character of Paddington by identifying the main features of the character by labelling an image.	I can label the main physical features of a character.	I can identify and label features of a character that cannot be seen by using information from the text.	See IEP, EHCP or Birmingham Toolkit
		LO: To identify adjective, nouns and conjunctions in a text.	Children will read a phonetically decodable text and will identify the adjective, nouns and conjunctions.	I can identify a noun in text. I can identify an adjective in a text. I can identify a conjunction in a text.	I can identify a conjunction, noun and an adjective in a text. I can edit a text to improve the adjectives.	See IEP, EHCP or Birmingham Toolkit
		LO: To write a character description	Children will write a character description of Paddington Bear.	I can use adjectives to describe a character.	I can use higher level adjectives to describe a character.	See IEP, EHCP or Birmingham Toolkit
<b>Week 2</b> 	Describe a character	LO: To identify the main features of a character	Children will describe the character of Mr Gruber identifying the main features of the	I can label the main physical features of a character.	I can identify and label features of a character that cannot be seen by using	See IEP, EHCP or Birmingham Toolkit

		<p>character by labelling an image.</p>		<p>information from the text.</p>	
		<p>LO: To identify adjective, nouns and conjunctions in a text.</p>	<p>Children will read a phonetically decodable text and will identify the adjective, nouns and conjunctions.</p>	<p>I can identify a noun in text. I can identify an adjective in a text. I can identify a conjunction in a text.</p>	<p>I can identify a conjunction, noun and an adjective in a text. I can edit a text to improve the adjectives.</p>
		<p>LO: To use adjectives in writing</p>	<p>Children will describe the character of Mr Gruber by identifying the main features of the character by labelling an image.</p>	<p>I can label the main physical features of a character.</p>	<p>I can identify and label features of a character that cannot be seen by using information from the text.</p>
		<p>LO: Use subordinating conjunction 'because'</p>	<p>Children will complete appropriate 'because' statements.</p>	<p>I can complete a because sentence stem.</p>	<p>I can generate my own because sentences.</p>
		<p>LO: To write a character description</p>	<p>Children will write a character description of Mr Gruber using adjectives and the subordinating conjunction because.</p>	<p>I can use adjectives to describe a character. I can use the subordinating conjunction because.</p>	<p>I can make comparisons between two characters referring to physical or personal features.</p>
<p><b>Week 3</b></p> 	<p>Fact File Chronological report</p>	<p>LO: Sequence events in chronological order</p>	<p>Children will sort images in chronological order and write a caption.</p>	<p>I can sequence 4 events from Jessica Ennis-Hill's life and write a caption to match each image.</p>	<p>I can sequence 6 events from Jessica Ennis-Hill's life and write a caption to each image.</p>
		<p>LO: To join sentences using 'and'</p>			<p>See IEP, EHCP or Birmingham Toolkit</p>

		LO: To use the subordinating conjunction 'because'	Children will use the subordinating conjunction because to explain their thinking. This will be used to expand their facts about Jessica Ennis-Hill.	I can use the subordinating conjunction because to complete an explanation sentence.	I can use the subordinating conjunction to write an explanation sentence.	See IEP, EHCP or Birmingham Toolkit
		LO: Shared write	Children will complete a shared write. Teacher to model WAGOLL and WABOLL.	I can contribute to the shared write. I can record the shared write.	I can suggest ways to improve sentences using the subordinating conjunction because. I can record the shared write add in my own ideas.	See IEP, EHCP or Birmingham Toolkit
		LO: To write a fact file	Children will write a chronological fact file on Jessica Ennis-Hill including the conjunction and, and the subordinating conjunction because.	I can write a chronological fact file. I can use the subordinating conjunction because.		See IEP, EHCP or Birmingham Toolkit
Week 4 	Instructions	LO: Immerse lesson	Children will have the hurdle relays modelled to them to provide a practical experience.	I can watch the teacher video of the hurdle relays.	I can practically complete the experience.	See IEP, EHCP or Birmingham Toolkit
		LO: Identify and use verbs in writing	Children will read a text and identify the verbs in writing.	I can read a phonetically decodable text. I can identify the verbs.	I can generate my own verbs and put these into a sentence.	See IEP, EHCP or Birmingham Toolkit

		LO: Plan a set of instructions	Children will create a symbol map to support their instruction writing.	I can create a symbol map to support instruction writing.	I can add adverbs to my symbol map.	See IEP, EHCP or Birmingham Toolkit
		LO: Orally rehearse a plan	Children will orally rehearse their symbol map using 'talk for writing'	I can orally rehearse my symbol map in a group.	I can orally rehearse my symbol map independently or with a partner.	See IEP, EHCP or Birmingham Toolkit
		LO: To write a set of instructions	Children will write a set of instructions for the relay hurdles. Teacher to model at the beginning of the session.	I can use verbs in my writing. I can write a clear and coherent set of instructions.	I can include adverbs in my set of instructions to add details.	See IEP, EHCP or Birmingham Toolkit
Week 5 	Letter to Grace Clough	LO: Gather information	Children will look at a newspaper article to gather information on Grace Clough. They will record key information to include in their letter.			See IEP, EHCP or Birmingham Toolkit
		LO: Use capital letters for proper nouns				See IEP, EHCP or Birmingham Toolkit
		LO: Identify and use questions in writing				See IEP, EHCP or Birmingham Toolkit
		LO: Identify and use exclamations in writing				See IEP, EHCP or Birmingham Toolkit

		LO: Shared write				See IEP, EHCP or Birmingham Toolkit
<b>Week 6</b> 	Letter to Grace Clough	LO: To plan a letter	Why they are writing All about them What they have learned about Grace Questions for Grace			See IEP, EHCP or Birmingham Toolkit
		LO: To write a letter				See IEP, EHCP or Birmingham Toolkit
		LO: To write a letter				See IEP, EHCP or Birmingham Toolkit
		LO: To edit and improve				See IEP, EHCP or Birmingham Toolkit
		LO: To publish a letter				See IEP, EHCP or Birmingham Toolkit
<b>Endpoints:</b>	<p><b>Knowledge:</b></p> <p>Know how to write a sentence. Know that different sentence types need specific punctuation. Know that a sentence starts with a capital letter. Know that a proper noun needs a capital letter.</p> <p><b>Skills:</b></p> <p>Use a question mark in writing. Use an exclamation mark in writing. Group ideas into sections. Sequence events in chronological order.</p>					

Use adjectives to describe.  
Join sentences using because.

**Understanding:**

There are different types of sentence.  
Understand the purpose of different sentence types.  
Understand the purpose of different text types.

**Vocabulary:**

Character description: adjective, noun, subordinating conjunction, conjunction

Chronological report: subordinating conjunction, conjunction, chronological,

Face file : non-fiction, exclamation, question, information

Instructions :

Letter :