

St Bernadette's Medium Term Planning English Autumn 1 Year 2

Autumn 1

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	Book Focus Shared Read	Writing Curriculum Objectives	SPaG Curriculum Objectives	Whole Class Reading Curriculum Objectives	Spelling Patterns	Speaking Curriculum Objective
Week 1	This Book just ate my dog	T4W - The Three Billy Goats Gruff	Learn how to use both familiar and new	Word Reading	Assess and review week	listen and respond
			punctuation correctly including full stops	Continue to apply phonic knowledge and	Y1:1	appropriately to adults and
		Writing Transcription	and capital letters.	skills as the route to decode words until		their peers
		spell by:		automatic decoding has become		ask relevant questions to
			Word	embedded and reading is fluent		extend their understanding
		segmenting spoken words into				and knowledge
		phonemes and representing these by	Sentence	read accurately by blending the sounds in		
		graphemes, spelling many correctly	Subordination (when, if, that, because)	words that contain the graphemes taught		
		learning new ways of spelling phonemes	Text Sequence sentences to form a short	so far, especially recognising alternative sounds for graphemes		
		for which one or more spellings are	narrative	Sourius for grapheriles		
		already known, and learn some words	Punctuation	read accurately words of two or more		
		with each spelling, including a few	Use of capital letters and full stops	syllables that contain the same		
		common homophones	Terminology For Pupils	graphemes as above		
		common nomophones	Nouns	graphenies as above		
		Handwriting	1100.10	Reading Comprehension		
		Letter join Program,y		Develop pleasure in reading, motivation		
		, , ,		to read, vocabulary and understanding		
		form lower-case letters of the correct		by:		
		size relative to one another		listening to, discussing and expressing		
				views about a wide range of		
		start using some of the diagonal and		contemporary and classic poetry, stories		
		horizontal strokes needed to join letters		and non-fiction at a level beyond that at		
		and understand which letters, when		which they can read independently		
		adjacent to one another, are best left				
		unjoined		discussing the sequence of events in		
				books and how items of information are		
		write capital letters and digits of the		related		
		correct size, orientation and relationship				
		to one another and to lower case letters		becoming increasingly familiar with and		
		use energy between words that well are		retelling a wider range of stories, fairy		
		use spacing between words that reflects the size of the letters.		stories and traditional tales		
		the size of the letters.		recognising simple recurring literary		
		Writing Composition		recognising simple recurring literary language in stories and poetry discussing		
		withing composition		and clarifying the meanings of words,		
		develop positive attitudes towards and		linking new meanings to known		
		stamina for writing by: writing		vocabulary		
		narratives about personal experiences		Total Gallary		
		and those of others (real and fictional)				
		and those of others (real and nectorial)				

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		writing about real events		discussing their favourite words and phrases		
		writing for different purposes				
		consider what they are going to write before beginning by: planning or saying out loud what they are going to write about				
		writing down ideas and/or key words, including new vocabulary				
		encapsulating what they want to say, sentence by sentence				
Week 2	I wish I'd been born a	T4W - The Three Billy Goats Gruff	Learn how to use both familiar and new	Word Reading	Review week Y1:2	listen and respond
	unicorn	Writing Transcription	punctuation correctly including full stops and capital letters.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become		appropriately to adults and their peers ask relevant questions to
		spell by:	Subordination (useing when, if, that or because)	embedded and reading is fluent		extend their understanding and knowledge
		segmenting spoken words into	Word	read accurately by blending the sounds in		
		phonemes and representing these by		words that contain the graphemes taught		
		graphemes, spelling many correctly	Sentence	so far, especially recognising alternative		
			Subordination (when, if, that, because)	sounds for graphemes		
		learning new ways of spelling phonemes				
		for which one or more spellings are	Text	read accurately words of two or more		
		already known, and learn some words	Sequencing sentences to form short	syllables that contain the same		
		with each spelling, including a few	narratives	graphemes as above		
		common homophones	Punctuation Use of capital letters and full stops	Reading Comprehension Develop pleasure in reading, motivation		
		Handwriting	Terminology For Pupils	to read, vocabulary and understanding		
		Letter join Program	Nouns	by:		
		Letter John Frogram	Nouns	listening to, discussing and expressing		
		form lower-case letters of the correct		views about a wide range of		
		size relative to one another		contemporary and classic poetry, stories		
				and non-fiction at a level beyond that at		
		start using some of the diagonal and		which they can read independently		
		horizontal strokes needed to join letters				
		and understand which letters, when		discussing the sequence of events in		
		adjacent to one another, are best left		books and how items of information are		
		unjoined		related		
		write capital letters and digits of the		becoming increasingly familiar with and		
		correct size, orientation and relationship		retelling a wider range of stories, fairy		
		to one another and to lower case letters		stories and traditional tales		
		use spacing between words that reflects		recognising simple recurring literary		
		the size of the letters.		language in stories and poetry discussing		
				and clarifying the meanings of words,		

Week 3	Puffin Peter	Writing Composition develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence T4W - The Three Billy Goats Gruff Writing Transcription Spell by: learning to spell common exception words learning to spell more words with contracted forms	Learn how to use both familiar and new punctuation correctly including full stops and capital letters. Subordination (using when, if, that or because) Word Sentence Subordination (when, if, that, because)	linking new meanings to known vocabulary discussing their favourite words and phrases Word Reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Revise: /ai/ /ow/ /igh/ /ee/	use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions
		including new vocabulary encapsulating what they want to say,				
Week 3	Puffin Peter	Writing Transcription Spell by: learning to spell common exception words learning to spell more words with	punctuation correctly including full stops and capital letters. Subordination (using when, if, that or because) Word Sentence Subordination (when, if, that, because) Text Sequencing sentences to form short narratives Punctuation Use of capital letters and full stops Terminology For Pupils Verbs	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative	Revise: /ai/ /ow/ /igh/ /ee/	build their vocabulary articulate and justify answers, arguments and

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		Writing Composition develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence		becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases		
Week 4	Zoe and Beans - Pants on the Moon	T4W: The Gingerbread Man Writing Transcription Spell by: learning to spell common exception words learning to spell more words with contracted forms Handwriting Letter join Program form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.	Learn how to use both familiar and new punctuation correctly including full stops and capital letters. Co-ordination (using or, and or but) Word Sentence Co-ordination (or, and, but) Text Sequencing sentences to form short narratives Punctuation Use of capital letters and full stops Terminology For Pupils Verbs	Word Reading Read words containing common suffixes Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above Reading comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at	Revise: /oi/ /ur/ /(y)oo/ /or/	use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions

		Writing Composition develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence		which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases		
Week 5	The First Hippo on the Moon	T4W: The Gingerbread Man Writing Transcription Spell by: learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones Handwriting Letter join Program form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.	Learn how to use both familiar and new punctuation correctly including full stops and capital letters. Co-ordination (using or, and or but) Word Sentence Co-ordination (or, and, but) Text Sequencing sentences to form short narratives Punctuation Use of capital letters and full stops Terminology For Pupils adjectives	Word Reading Read words containing common suffixes Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above Reading comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of	Assess and review week Y1:3 Use common exception words in their writing	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Week 6	Strictly No Elephants	Writing Composition develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence T4W: The Gingerbread Man Writing Transcription Spell by: learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones Handwriting Letter join Program form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects	Learn how to use both familiar and new punctuation correctly including full stops and capital letters. Co-ordination (using or, and or but) Word Sentence Co-ordination (or, and, but) Text Sequencing sentences to form short narratives Punctuation Use of capital letters and full stops Terminology For Pupils Adjectives	contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases Word Reading Read words containing common suffixes Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above Reading comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of	Revise: /w/ /f/ /(y)oo/ /oa/ Use common exception words in their writing	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment
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Week 7	Rosie's Hat	the size of the letters. Writing Composition develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence T4W - The gingerbread Man WRITE INSTRUCTIONS FOR GINGERBREAD MEN Writing Transcription Spell by: learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones Handwriting Letter join Program form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when	Learn how to use both familiar and new punctuation correctly including full stops and capital letters. Learn how to use expanded noun phrases to describe and specify (e.g. the blue butterfly). Word Sentence Expanded noun phrases for description and specification Text Sequencing sentences to form short narratives Punctuation Use of capital letters and full stops Terminology For Pupils Noun phrase	contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases Word Reading Read words containing common suffixes Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above Reading comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of	Use common exception words in their writing	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to
		start using some of the diagonal and		to read, vocabulary and understanding by: listening to, discussing and expressing		staying on topic and

correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. Writing Composition develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
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