

English - Summer Term - Prior skills and knowledge

Year R	<p>Children have:</p> <ul style="list-style-type: none">• Had experience of using prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting a correct picture• Used past, present and future forms accurately when talking about events that have happened or are to happen in the future• Had experience of developing their own narratives and explanations by connecting ideas or events• Had experience of talking about what they have read, demonstrating an understanding• Used vocabulary and forms of speech that are increasingly influenced by their experiences of books• Used their phonic knowledge to write words in ways which match the spoken sounds• Written some irregular common words• Used clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence• Written simple sentences containing some words spelled correctly and some which are phonetically plausible.• Had experience of listening to and understanding humour e.g. nonsense poems and rhymes• Answered 'how' and 'why' questions about their experiences and in response to stories or events
Year 1	<p>Children have:</p> <ul style="list-style-type: none">• Had experience of writing their own stories, including retells and simple innovations• Had experience of drawing on what they already know or on background information and vocabulary provided by the teacher• Spelled words containing each of the 40+ phonemes already taught• Spelled some common exception words• Had experience of identifying and using exclamation marks in their writing• Had experience of using some story or topic related vocabulary in their writing• Had experience of discussing word meanings, linking new meanings to those already known• Begun to punctuate sentences using capital letter and correct punctuation• Learned to leave finger spaces between words• Listened to words that have alternative spellings for the same sound• Learned to use a capital letter for the personal pronoun 'I'• Discussed what they have written with the teacher or other pupils• Had experience of re-reading what they have written to check that it makes sense• Added -er and -est to adjectives where no change is needed to the root word

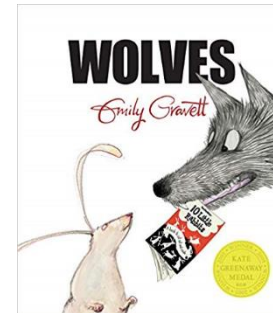
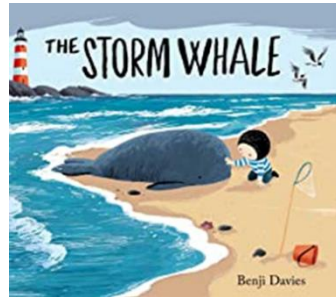
English – Year 2

Medium Term Plan Overview



Summer 1 – Pole to Pole

Texts used:



Learning Intent: Children will know what non-fiction/fiction/poetry writing are and compose individual sentences orally and then write them down. Children will spell most words which follow rules correctly, make phonically plausible attempts to spell words they have not yet learnt. Children should be able to form individual letters correctly, establishing good handwriting habits from the beginning. Children will use these skills to write a quest / adventure story and an information text.

Implementation: Children will build on the phonic knowledge and writing skills learned in Year R and Year 1 to enable them to write in a more ordered and coherent manner. Through two learning journeys, children will learn the skills needed to write clearly, accurately and coherently, adapting the language and style and in a range of contexts, purposes and audience. This will be done through writing captions, recounts, descriptions, information texts, invitations and lists leading to writing a **story invention (quest/ adventure)** and an **information text**.

Impact: Children will demonstrate their developing skills, knowledge and understanding to write lists, captions, instructions, simple sequenced sentence including recounts and descriptions, **an information text** and a **story invention (quest/ adventure)** applying their developing writing skills, including spelling rules and knowledge.

Skills: Application of all skills taught this year - spell by segmenting spoken words into phonemes, representing these by graphemes (many accurate), learning new ways of spelling words, spelling CEWs, adding suffixes (ly), form letters correct sized, orientated, spacing between words reflecting sides of the letters, consider what they are going to write prior to writing, plan and write down ideas, including vocabulary, edit their work in conjunction with the teacher and other children, re-read for sense (tenses), appropriately sequence ideas, write questions using question words, write statements, use capital letters, question marks and exclamation marks, use conjunctions (or/and/but), write expanded noun phrases, use past and present tenses correctly, use brief opening and ending, homophones, use exclamation marks, use conjunctions (or/and/but), spell more words with contracted forms, homophones and near homophones, begin to use strokes for joining, proof-read checking for errors in spelling, punctuation and grammar, select content for purpose and audience, use adventurous vocabulary, link sentences using pronouns and adverbials, use subordinating adverbials (when/that/if/because), use commas in a list, apostrophes in contracted words, use suffixes (er, est) in adjectives, use possessive apostrophes, add suffixes (ful, less), write exclamatory sentences (using what or how), write simple commands using the imperative form, use possessive apostrophes, add suffixes (ful, less), write exclamatory sentences (using what or how), write simple commands using the imperative form, add suffixes to spell longer words (ment, ness), write from memory short dictated sentences, using all GPCs and CEW taught so far, use prepositions (behind, before, above, along), use sentences with different forms (command, question, exclamation, statement), use progressive forms accurately, apostrophes to mark singular possession, form nouns using suffixes (ness, er) and compounding, discuss work using appropriate terminology such as noun, noun phrase, question, apostrophe, comma etc.