

English - Autumn 1 - Prior skills and knowledge

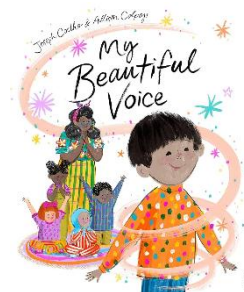
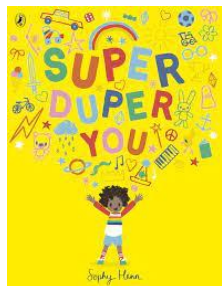
Year R	Children have: • Had experience of listening to and understanding humour e.g. nonsense poems and rhymes. • Answered 'how' and 'why' questions about their experiences and in response to stories or events. • Had experience of talking about what they have read, demonstrating an understanding. • Used 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.
Year 1	Children have: • Had experience of writing their own poems. • Had experience of writing questions, using ? as the correct punctuation. • Spelled words containing each of the 40+ phonemes already taught. • Spelled some common exception words. • 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.

English – Year 2 Medium Term Plan Overview



Autumn 1 – Inside Out

Texts used:



Learning Intent: Children will know what fiction and 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 poem.

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 creating vocabulary banks, writing simple sentences, descriptions and poems leading to writing a their own **poem**.

Impact: Children will demonstrate their developing skills, knowledge and understanding to write descriptions, simple sequenced sentences including poems, and apply their developing writing skills, including spelling rules and knowledge.

Prior skills and knowledge: 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 sizes 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 and question marks, write expanded noun phrases, use past and present tenses correctly.

New skills and knowledge: Recap of prior skills and knowledge learned in Year 1.