

Badger Class (YR) English Medium Term Plan

Term 2 Autumn 2024

Reading Objectives (Teach Children to...)

- Use key vocabulary (tier 2) in talking about learning.
- Show book behaviours, start at the front, turn the pages. Point to the words on the page,
- Know print is read left to right and top to bottom.
- Follow each read word with their finger.
- Read some common exception words (detailed on phonics overview).
- Use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.
- Read words and captions consistent with phonic knowledge by sound blending.
- Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping.
- Respond to 'tell me what happened' using 'then' to help them sequence a part of a story.
- Answer basic retrieval questions e.g. who or where questions.
- Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events.
- Pick out simple information from books (fiction and non-fiction).
- Find the title of the book.
- Have a broadened experience of stories and then name stories that they have read and enjoyed.

Writing Objectives (Teach Children to...)

Handwriting (see handwriting developmental continuum [LINK](#) and DSAT letter formation & pencil grip progression [LINK](#).)
Plan according to pre-writing [LINK](#) and pencil grip [LINK](#) development continuums (for all).

- Write recognisable letters, with increasing accuracy so letters are correctly formed in the school agreed style.
- To link phoneme-grapheme correspondence in SSP lesson and writing teaching/guided practice.
- Accurately trace lines (up, down, clockwise, anti-clockwise) to support better letter writing.
- Use the correct starting point for letter families e.g. c, o.
- Understand that letters have different types of lines.
- Be able to move the pencil down and retrace a straight line back up (starting points for letters such as 'p').
- Keep the pencil on the page to create a continuous line, e.g. when writing 'a'.
- To develop spatial awareness of the line on a page/whiteboard.
- To moderate through adult feedback letter size / orientation and formation.
- Grip a pencil between two fingers and thumb (tripod grip) – see fine motor control.
- To write with accuracy their own name.

Writing words

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- To represent initial, end and medial sounds using taught phonics.
- Write CVC words.
- Write phrases and short sentences that can be read by others.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Write some taught common exception words, spelt correctly (to, no, go, I, the, into).
- Write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly.
- Use past and future tense orally.
- Understand that most past tense words end in 'ed'. (*Pupils do not need to know the vocabulary of verbs and tenses*).
- Identify specific successes in their caption writing, with adult support, e.g. identify a diagraph in their writing.
- Know the personal pronoun 'I' relates to themselves and use 'I' (capitalised) in writing.
- Write own name, label and captions.

Sentence Building

- Break the flow of speech into words.
- Orally say a sentence, rehearse a sentence.
- Identify in a sentence meaning e.g. the cat is sleeping. Who is sleeping? The cat.
- Talk using words and sentences.
- Talk includes key vocabulary.
- Language of stories is conveyed in talk.
- Know each word needs representing separately in writing.
- Separate words with spaces.

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Week	Reading	Writing Composition	Phonics/ Spelling	Handwriting
Wk 1 4.11.24	T4W: The Three Little Pigs Learn the story. Learn the actions. Join in with retelling the story. Rehearsal.	Adult Led Activity Group Writing Time: ck, e, u, r (JD)	Review g, o, c, k, ck, e, u, r Hear Phonemes Read GPCs Stretch and Read	Letter Formation <i>Highland Council letter formation movement activities</i> <i>Letter formation in books</i> Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i> Mark making, copying patterns and shapes using NIP FLIP AND GRIP/Crocodile Fingers
	Shared Reader 4: Pip Can Kick Green Words: tick, tock, get, up, tuck, Red, Rat, cup, pick, pack, run, duck, kick, peck Red Words: I, the Home Book: Sam and Ted	Adult Supervised Activities IND Group - magnetic boards. Make green words. Add letters to board. (Finding sounds.) IND Group - Building VC words (<i>a, is, it, in as, up, at, an, on</i>) CP: Colouring Sheets Pattern cards Tuff Tray – Draw patterns in glittery sand Paint fireworks pictures Building bonfires (KS)	Teach – h, b, f, ff Model Phoneme Practise/Apply – Say it Fast Break it Down Write New Grapheme HFW – the, I, he Spelling – a, is	
Wk 2 11.11.24	T4W: The Three Little Pigs Learn the story. Learn the actions. Join in with retelling the story. Rehearsal.	Adult Led Activity Group Writing Time: h, b, f, ff (KS)	Review ck, e, u, r, h, b, f, ff Hear Phonemes Read GPCs Stretch and Read	Letter Formation <i>Highland Council letter formation movement activities</i> <i>Letter formation in books</i> Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i> Mark making, copying patterns and shapes using NIP FLIP AND GRIP/Crocodile Fingers <i>Enhanced Provision Activities.</i>
	Shared Reader 5: Big Red Bus Green Words: bus, hop, off, bag, fit, hot, hat, fan, hug, big, fat, bun, fun Red Words: (the) he, is, she Home Book: Pip Can Kick	Adult Supervised Activities IND Group - magnetic boards. Make green words. Add letters to board. (Finding sounds.) (KS) IND Group - Building VC words (<i>a, is, it, in as, up, at, an, on</i>) CP: Colouring Sheets Sequence the story Wooden Spoons Small World Table Role Play Masks Dry-wipe pencil control sheets Stick Houses Activity Button Placing Activity (JD)	Teach – l, ll, ss Model Phoneme Practise/Apply – Say it Fast Break it Down Write New Grapheme HFW – is, she, go Spelling – it, in	

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<p>Wk 3 18.11.24</p>	<p>T4W: The Three Little Pigs Learn the story. Learn the actions. Join in with retelling the story. Rehearsal.</p> <p>Shared Reader 6: Mess on the Rug Green Words: mess, fell, tell, leg, toss, lot, fuss, kiss, less Red Words: (the, she) go, as, to, of</p> <p>Home Book: Big Red Bus</p>	<p>Adult Led Activity Group Writing Time: l, ll, ss (JD)</p> <p>Adult Supervised Activities IND Group - magnetic boards. Make green words. Add letters to board. (Finding sounds.) (JD)</p> <p>IND Group - Building VC words (<i>a, is, it, in as, up, at, an, on</i>)</p> <p>CP: Colouring Sheets Sequence the story Wooden Spoons Small World Table Role Play Masks Dry-wipe pencil control sheets Stick Houses Activity Button Placing Activity (KS)</p>	<p>Review r, h, b, f, ff, l, ll, ss Hear Phonemes Read GPCs Stretch and Read</p> <p>Teach – j, v, w Model Phoneme</p> <p>Practise/Apply – Say it Fast Break it Down Write New Grapheme</p> <p>HFW – as, to, of</p> <p>Spelling – as, up, at</p>	<p>Letter Formation <i>Highland Council letter formation movement activities</i></p> <p><i>Letter formation in books</i></p> <p>Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i></p> <p>Mark making, copying patterns and shapes using NIP FLIP AND GRIP/Crocodile Fingers</p> <p><i>Enhanced Provision Activities.</i></p>
<p>Wk 4 25.11.24</p>	<p>Assessment Week</p>			
<p>Wk 5 02.12.24</p>	<p>T4W: The Three Little Pigs Learn the story. Learn the actions. Join in with retelling the story. Rehearsal.</p> <p>Shared Reader 7: Jim and the Vet Green Words: well, Jim, wet, vet, jigs, van, vat, jogs, jab, will Red Words: (is, go, to, the, of) are, we, you, into</p> <p>Home Book: Mess on the Rug</p>	<p>Adult Led Activity Group Writing Time: j, v, w (JD)</p> <p>Adult Supervised Activities IND Group - magnetic boards. Make green words. Add letters to board. (Finding sounds.) (KS)</p> <p>IND Group - Building VC words (<i>a, is, it, in as, up, at, an, on</i>)</p> <p>CP: Colouring Sheets Sequence the story Wooden Spoons Small World Table Role Play Masks Dry-wipe pencil control sheets Stick Houses Activity Button Placing Activity (JD)</p>	<p>Review f, ff, l, ll, ss, j, v, w Hear Phonemes Read GPCs Stretch and Read</p> <p>Teach – x, y, z Model Phoneme</p> <p>Practise/Apply – Say it Fast Break it Down Write New Grapheme</p> <p>HFW – are, you, we, into</p> <p>Spelling – an, on</p>	<p>Letter Formation <i>Highland Council letter formation movement activities</i></p> <p><i>Letter formation in books</i></p> <p>Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i></p> <p>Mark making, copying patterns and shapes using NIP FLIP AND GRIP/Crocodile Fingers</p> <p><i>Enhanced Provision Activities.</i></p>

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Wk 6 9.12.24	T4W: The Three Little Pigs Learn the story. Learn the actions. Join in with retelling the story. Rehearsal.	Adult Led Activity Group Writing Time: x, y, z (JD)	Review Consolidation Hear Phonemes Read GPCs Stretch and Read	Letter Formation <i>Highland Council letter formation movement activities</i> <i>Letter formation in books</i>
	Shared Reader 8: Mud on the Van Green Words: Fox, zig, zag, yuck, yells, Yig, zap, yet, wax, box, yes, zip Red Words: (to, the) Home Book: Jim and the Vet	Adult Supervised Activities IND Group - magnetic boards. Make green words. Add letters to board. (Finding sounds.) (JD) IND Group - Building VC words (<i>a, is, it, in as, up, at, an, on</i>) CP: Colouring Sheets Sequence the story Wooden Spoons Small World Table Role Play Masks Dry-wipe pencil control sheets Stick Houses Activity Button Placing Activity (KS)	Teach – Consolidation Model Phonemes Practise/Apply – Say it Fast Break it Down Stretch and Read Write Graphemes HFW - Consolidation Spelling – All List 1	Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i> Mark making, copying patterns and shapes using NIP FLIP AND GRIP/Crocodile Fingers <i>Enhanced Provision Activities.</i> <i>Long ladder letters</i>
Wk 7 16.12.24 End of term	The Christmas Story Learn the story. Learn the actions. Join in with retelling the story. Rehearsal.	Adult Led Activity Group Writing Time: Phase 2 Christmas Writing Activity. bed, hat, bell, log, red, sack (JD)	Review Consolidation Hear Phonemes Read GPCs Stretch and Read	Letter Formation <i>Highland Council letter formation movement activities</i> <i>Letter formation in books</i>
	Shared Reader: None Home Book: Phonetically Decodable Book (Target weaknesses) Share Christmas themed books with the children.	Adult Supervised Activities IND Group - magnetic boards. Make CVC words. Add letters to board. (Finding sounds.) IND Group - Building VC words (<i>a, is, it, in as, up, at, an, on</i>) CP: Colouring Sheets Sequence the story Small World Table Role Play Masks Craft Activities (KS)	Teach – Consolidation Model Phonemes Practise/Apply – Say it Fast Break it Down Stretch and Read Write Graphemes HFW - Consolidation Spelling – All List 1	Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i> Mark making, copying patterns and shapes using NIP FLIP AND GRIP/Crocodile Fingers <i>Enhanced Provision Activities.</i>