

Badger Class (Y1) English Medium Term Plan Term 4 Spring 2025

Autumn	
Handwriting	Letter formation of lower and upper case letters is accurate, although there may be further work to refine sizing and ensuring accurate formation in relation to the baseline.
	There is evidence of ascenders and descenders, although this may need further refinement.
	Accurate letter formation means letters will not be confused for other letters e.g. (a and d; r and n, u and w).
Punctuation and grammar	Spaces are evident between words - individual words are clearly recognisable.
	Use of full stops and capital letters to begin sentences are evident in most pieces of work.
Spelling	Spelling shows impact of taught graphemes and CEWs. Correct spelling of some words that contain taught digraphs.
	Higher frequency words with taught graphemes are mostly correct.
Composition	Evidence of 2-3 short sequenced sentences, (not dictated).
Spring	
Handwriting	Letter formation, spacing and sizing is accurate with very few exceptions. Any errors do not interfere with reading and understanding of what has been written.
	Increased fluency in handwriting.
Punctuation and grammar	Accurate use of full stops and capital letters to begin sentences.
	Conjunction 'and' is used to join two clauses.
Spelling	High frequency words, which match taught graphemes are represented accurately.
	Polysyllabic words have all phonemes represented, with children drawing on taught gpc knowledge to support this.
	Taught CEWs are spelt mostly accurately.
Composition	Evidence of 3-4 short sequenced sentences, (not dictated).

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Week	Reading	Writing Composition	Phonics/Spelling	Handwriting
Wk 1 24.02.25	The Gruffalo Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)	Character Description The Gruffalo – Modelled Write I can label a picture of the Gruffalo with adjectives. I can write a describing sentence about the Gruffalo. I can write describing sentences about the Gruffalo using and. I can join two describing sentences about the Gruffalo using and. I can write a sequence of 3 sentences to describe the Gruffalo.	Review – ew a-e e-e i-e o-e u-e Stretch and read Quick Erase Teach – _y /ee/ Practise/Apply – Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences HFW – plant, floor, every Spelling – pull, push, school	Letter-join and or Sparklebox Zig-Zag letters. v, w, x, z Handwriting Books – Daily Practice in the morning (Pre-cursive) v, w, x, z FFT – Stretch and Spell words <i>Highland Council letter formation movement*</i>
	Shared Reader 51: Pets y, ey Green Words: merry, lively, Hammy, sleepy, widely, softly, happily, very, dainty, Monty, puppy, velvety, hairy, turkeys, donkeys Red Words: many, who, after*, busy, pretty Home Book: Shared Reader 50: The Sock Dispute			
Wk 2 3.03.25	The Gruffalo Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)	Character Description Zog – Independent Write I can label a picture of Zog with adjectives. I can write simple describing sentences about Zog. I can join two describing sentences about Zog using 'and'. I can write three describing sentences about the Zog. I can read back, check and edit my writing.	Review – a-e e-e i-e o-e u-e _y Stretch and read Quick Erase Teach – _y /igh/ Practise/Apply – Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences HFW – whole, only, move Spelling – friend, once, one	Letter-join and or Sparklebox Curly Caterpillar letters. a, c, o, d Handwriting Books – Daily Practice in the morning (Pre-cursive) a, c, o, d FFT – Stretch and Spell words <i>Highland Council letter formation movement*</i>
	Shared Reader 52: An Extra Pudding y, u, oul Green Words: fly, cry, sky, why, shy, supply, spy, dry, hopefully, pudding, full, could, should Red Words: their, after*, Christmas, oh, two, hour, through, eye, half Home Book: Shared reader 51: Pets			
Wk 3 10.03.25	The Gruffalo Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)	Setting Description Zog – Modelled Write I can label a picture of the castle from Zog. I can write a describing sentence about the castle from Zog. I can write describing sentences about the castle from Zog using and. I can join two describing sentences about the castle from Zog, using and. I can write a sequence of 3 sentences to describe the castle from Zog.	Review – e-e i-e o-e u-e _y /ee/ _y /igh/ Stretch and read Quick Erase Teach – ow /oa/ Practise/Apply – Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences HFW – father, grass, eye Spelling – your love, house	Letter-join and or Sparklebox Curly Caterpillar letters. g, q, e, s, f Handwriting Books – Daily Practice in the morning (Pre-cursive) g, q, e, s, f FFT – Stretch and Spell words <i>Highland Council letter formation movement*</i>
	Shared Reader 53: Clever Crows ow, wr, oor, our Green Words: crows, sow, willow, throw, grow, shallow, overflowing, furrows, wrestled, wrist, outdoors, indoors, course, pour, four Red Words: work, oh, after* their, parent, everybody Home Book: Shared reader 52: An Extra Pudding			

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<p>Wk 4 17.03.25</p>	<p>The Gruffalo Join in with retelling the story. (Rehearsal)</p> <hr/> <p>Shared Reader 54: Brock Makes Art c, sc, ce Green Words: spruce, concerned, precisely, traces, saucer, excellent, pouncing, bouncing, mice, accepted, scilla, scent, muscles, choice, piece Red Words: beautiful, oh, every, great, because, sugar Home Book: Shared Reader 53: Clever Crows</p>	<p>Assessment Week</p>	<p>Review – i-e o-e u-e _y /ee/ _y /igh/ ow /oa/ Stretch and read Quick Erase Teach – ce / ci /s/ Practise/Apply – Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences</p> <p>HFW – busy, pretty, half</p> <p>Spelling – full, last, their</p>	<p>Letter-join and or Sparklebox Long Ladder letters. l, i, t, u</p> <p>Handwriting Books – Daily Practice in the morning (Pre-cursive) l, i, t, u</p> <p>FFT – Stretch and Spell words</p> <p><i>Highland Council letter formation movement*</i></p>
<p>Wk 5 24.03.25</p>	<p>The Gruffalo Join in with retelling the story. (Rehearsal)</p> <hr/> <p>Shared Reader 55: In the Attic g, dge, ge, ea Green Words: gingerly, gently, magic, pages, fragile, surgery, huge, edges, emerged, manage, privilege, weather, heavy, instead, health Red Words: Christmas, Mr, oh, different, last* two, after*, improves, proves Home Book: Shared Reader 54: Brock Makes Art</p>	<p>Setting Description Tiddler – Independent Write I can label a picture of the coral reef with adjectives.</p> <p>I can write simple describing sentences about the coral reef.</p> <p>I can join two describing sentences about the coral reef using 'and'.</p> <p>I can write three describing sentences about the coral reef.</p> <p>I can read back, check and edit my writing.</p>	<p>Review – o-e u-e _y /ee/ _y /igh/ ow /oa/ ce / ci /s/ Stretch and read Quick Erase Teach – ge / dge /j/ Practise/Apply – Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences</p> <p>HFW – parents, everybody, sugar</p> <p>Spelling – again, little</p>	<p>Letter-join and or Sparklebox Long Ladder letters / Robot Arm Letters. j, y, r, b, n</p> <p>Handwriting Books – Daily Practice in the morning (Pre-cursive) j, y, r, b, n</p> <p>FFT – Stretch and Spell words</p> <p><i>Highland Council letter formation movement*</i></p>
<p>Wk 6 01.04.25 End of term</p>	<p>The Gruffalo Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)</p> <p>Farm Stories Read and enjoy farm based stories together.</p>	<p>The Gruffalo <i>Recount of events using... First, Next, Then and After That.</i></p> <p>Model writing sentences using ordinal language. I can write sentences using ordinal language. <i>Children to write a sequence of sentences recounting the events from the story.</i></p> <p>I can write a recount of the Gruffalo.</p> <p>I can read back, check and edit my writing.</p>	<p>Review – Consolidation _y /ee/ _y /igh/ ow /oa/ ce / ci /s/ ge / dge /j/ Stretch and read Quick Erase Teach – Consolidation Practise/Apply – Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences</p> <p>HFW – prove, improve</p> <p>Spelling – out, oh</p>	<p>Letter-join and or Sparklebox Robot Arm Letters. h, m, k, p</p> <p>Handwriting Books – Daily Practice in the morning (Pre-cursive) h, m, k, p</p> <p>FFT – Stretch and Spell words</p> <p><i>Highland Council letter formation movement*</i></p>

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	<p>Shared Reader 56: Playground Games Consolidation</p> <p>Green Words: energy, rigid, hedge, large, charged, surged, changed, leapt, leant, ready, steady, breath, meadow, feather</p> <p>Red Words: two, fast*, again</p> <p>Home Book: Shared Reader 55: In the Attic</p>			
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Ideas for Supporting Vocabulary and Grammar Development (Ages 5-6) Based on The Gruffalo

1. Interactive Storytelling

Role-play: Act out scenes using key vocabulary (e.g., scurry, stroll, terrible tusks).

Story retelling: Use puppets or props to encourage children to retell the story in their own words.

Sentence starters: Provide prompts like 'The mouse is' or 'The Gruffalo has' to encourage full sentence responses.

2. Word Hunts and Sorting Games

Adjective hunt: Find descriptive words in the story and sort them into categories (size, color, texture).

Verb action game: Match movement words (scurry, stomp) to actions.

Noun sort: Sort words into animals, body parts, and places.

3. Sensory and Art Activities

Describe and draw: After reading, children draw the Gruffalo and label its features with adjectives.

Touch and tell: Use materials (e.g., sandpaper for rough, felt for soft) to connect words with textures.

Create a Gruffalo mask: Have children describe their masks using complete sentences.

4. Sentence Building and Writing

Sentence scramble: Give children cut-up sentences from the book to put in order.

Fill in the blank: Provide incomplete sentences like The Gruffalo has ____ teeth.

Make a new creature: Children invent their own creature and write sentences describing it.

5. Songs and Rhymes

Sing key phrases: Turn parts of the story into a chant or song.

Rhyming word hunt: Find and list rhyming pairs (e.g., claws/paws, wood/good).

Make a rhyming word bank: Add new rhyming words to encourage phonics and spelling development.

6. Speaking and Listening Activities

Guess the Word: One child describes a word from the story without saying it, and others guess.

Hot-seating: A child pretends to be the Gruffalo while others ask them questions.

Partner storytelling: One child starts a sentence, and the next continues it.

By making vocabulary and grammar development interactive, engaging, and creative, children will build confidence in using language while having fun with The Gruffalo.