

Badger Class (YR) English Medium Term Plan

Term 4 Spring 2025

Reading Objectives (Teach Children to...)

- Use key vocabulary (tier 2) in talking about learning.
- Track print to support reading of phonemes and common exception words.
- Read some common exception words (detailed on phonics overview).
- Use growing phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.
- Read words and simple sentences containing taught graphemes.
- Blend words that contain taught digraphs e.g. night, chin, feet, shop.
- Use sequencing words (e.g. first, before) to sequence events when retelling a story.
- Use what has happened so far in the story to help them predict what could happen next (using their own life experiences).
- To know what a setting is and be able to identify where stories they read are set.
- Answer questions about characters and setting.
- Retell major events of a story in sequence.
- Ask questions about a text being read to them.
- Say what they like about stories that they have read and join in with stories read to them.

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 identified need).

- Correctly, with accuracy, form all taught letters of the alphabet.
- To show clear ascenders and descenders.
- To correctly ascend and descend in a straight line.
- To understand the difference between vertical (straight), curved and diagonal lines.
- To show the difference in size between lower case and upper-case letters.
- To use taught digraphs in writing.
- To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc).
- To moderate through adult feedback letter size / orientation and formation adjusting to the size/space around the lines.
- To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons.

Writing words

- Write some taught common exception words, spelt correctly.
- To represent initial, end and medial sounds using taught phonics.
- Spell known words with increasing confidence.
- To orally use sequencing words, e.g. 'first, next'.
- Write phrases and short sentences that can be read by others.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- To identify the part of common exception words that is tricky to spell.
- Order letter cards alphabetically.
- Identify success in own writing.
- Write words in response to a stimulus.
- To understand that some past tense verbs don't end in '-ed'.
- To know that 'went' is the past tense of 'go'.

Sentence Building

- Orally sequence at least 5 words into a sentence.
- Say a complete sentence aloud before writing.
- Practise counting the words in a sentence so that they can remember it.
- Practise repeating the sentence to hold it in memory until the point of writing.
- Know that there are words that can be used to describe objects, people and things.
- To know that these describing words can be part of a sentence.
- Orally compose a sentence that includes descriptive words.
- Write words down which convey sentence talk.
- Know that writing represents meaning of the words we say and we use punctuation to show this.
- Write words, phrases and simple sentences.
- Start a sentence with a capital letter and end with a full stop.

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| Week | Reading | Writing Composition | Phonics / HFW | Handwriting |
|---------------------------------|--|---|--|--|
| Wk 1 19/02 | The Gruffalo Read the story Predictions & Discussion | Teacher Led: Writing Time - I feel free in the tree. | Review Read GPCs - ch sh th ng ai ee Stretch and Read Quick Erase | Fine and gross motor activities: <i>Letter Formation Dri-wipe</i> <i>Playdough Mats</i> <i>Bead Threading</i> <i>Peg Boards</i> Focus: NIP FLIP AND GRIP Letter formation – igh * <i>letter formation in books</i> ENHANCED PROVISION: Mark making, copying patterns and shapes using NIP FLIP AND GRIP. * <i>Pencil Control Sheets</i> * <i>Picture Match</i> * <i>Cutting Skills</i> * <i>Make Stick Puppets</i> * <i>Dry-wipe mazes</i> <i>Highland Council letter formation movement activities</i> |
| | Shared Reader 15: Up the Tree Phonics Sounds: igh Green Words: sighs night light might sights right tight high Red Words: he his has is are so you the to we go of by her I – ask our Home Book: The Train Set/Phonetically Decodable Book | TA Led: sighs night light might sights right tight high Independent: Tell story using masks and stick puppets. Independent: Practise writing red words. ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. | Teach – igh Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words HFW – his, be, me, has Spelling: I, he, she | |
| Wk 2 26/02 | The Gruffalo Rehearse and perform the story. | Teacher Led: Writing Time - The rain foams on the road. | Review Read GPCs - sh th ng ai ee igh Stretch and Read Quick Erase | Fine and gross motor activities: <i>Letter Formation Dri-wipe</i> <i>Playdough Mats</i> <i>Bead Threading</i> <i>Peg Boards</i> Focus: NIP FLIP AND GRIP Letter formation – oa * <i>letter formation in books</i> ENHANCED PROVISION: Mark making, copying patterns and shapes using NIP FLIP AND GRIP. * <i>Pencil Control Sheets</i> * <i>Picture Match</i> * <i>Cutting Skills</i> * <i>Make Stick Puppets</i> * <i>Dry-wipe mazes</i> <i>Highland Council letter formation movement activities</i> |
| | Shared Reader 16: Toad in the Rain Phonics Sounds: oa Green Words: toad toadflax soaks oak goat foal coat road coax bloats throat croak foams loaf oat Red Words: the her are by to we he of no she as has – says they Home Book: Up the Tree | TA Led: Spelling Time - toad toadflax soaks oak goat foal coat road coax bloats throat croak foams loaf oat Independent: Tell story using masks and stick puppets. Independent: Practise writing red words. ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings. | Teach – oa Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words HFW – no, her, so, do Spelling: the, go, to | |

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

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| <p>Wk 3 04/03</p> | <p>The Gruffalo Rehearse and perform the story.</p> | <p>Teacher Led: Writing Time - Alma ran loops of the pool.</p> <p>TA Led: Spelling Time - mooch food goop drools scoops poop stoops zoom shoots loops pool too soon cool boot boom smooch swoops hoots</p> <p>Independent: Label the characters.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p> | <p>Review Read GPCs - th ng ai ee igh oa Stretch and Read Quick Erase</p> <p>Teach – oo</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – my, by, ask, our</p> <p>Spelling: you, we, into</p> | <p>Fine and gross motor activities: <i>Letter Formation Dri-wipe Playdough Mats Bead Threading Peg Boards</i></p> <p>Focus: NIP FLIP AND GRIP Letter formation – oo <i>* letter formation in books</i></p> <p>ENHANCED PROVISION: Mark making, copying patterns and shapes using NIP FLIP AND GRIP. <i>* Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</i></p> <p><i>Highland Council letter formation movement activities</i></p> |
| | <p>Shared Reader 17: Goal! Phonics Sounds: oo Green Words: mooch food goop drools scoops poop stoops zoom shoots loops pool too soon cool boot boom smooch swoops hoots Red Words: the to by his she her of I our is no – said was Home Book: Toad in the Rain</p> | | | |
| <p>Wk 4 11/03</p> | <p>The Gruffalo Rehearse and perform the story.</p> | <p>Teacher Led: Writing Time - Yig is a good cook.</p> <p>TA Led: Spelling Time - wool book stood cooking shook good took wooden look brook rooks foot</p> <p>Independent: Play rhyming strings.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p> | <p>Review Read GPCs - ng ai ee igh oa oo Stretch and Read Quick Erase</p> <p>Teach – oo</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – says, they, said, was</p> <p>Spelling: are, and, can</p> | <p>Fine and gross motor activities: <i>Letter Formation Dri-wipe Playdough Mats Bead Threading Peg Boards</i></p> <p>Focus: NIP FLIP AND GRIP Letter formation – oo <i>* letter formation in books</i></p> <p>ENHANCED PROVISION: Mark making, copying patterns and shapes using NIP FLIP AND GRIP. <i>* Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</i></p> <p><i>Highland Council letter formation movement activities</i></p> |
| | <p>Shared Reader 18: The Egg Moon Phonics Sounds: oo Green Words: wool book stood cooking shook good took wooden look brook rooks foot Red Words: her he the his to you said she my do I our we so they was by of is me – put all were Home Book: Goal!</p> | | | |

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| <p>Wk 5 18/03</p> | <p>The Gruffalo Rehearse and perform the story. Read stories based on farms. Read Pig in the Pond</p> <hr/> <p>Shared Reader 19: Jam Tarts in the Dark Phonics Sounds: ar Green Words: arm barking arch harm jar tarts started star chart Mars dark garden mark Red Words: were of her was no said she to is the his we go they by put you – there like Home Book: The Egg Moon</p> | <p>Teacher Led: Writing Time - I can see Mars and the stars at night.</p> <p>TA Led: Spelling Time - arm barking arch harm jar tarts started star chart Mars dark garden mark</p> <p>Independent: Practice reading common exception words using the fishing game and spider game.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p> | <p>Review Read GPCs - ai ee igh oa oo oo Stretch and Read Quick Erase</p> <p>Teach – ar</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – put, all, were, there, like</p> <p>Spelling: recap all words</p> | <p>Fine and gross motor activities: <i>Letter Formation Dri-wipe Playdough Mats Bead Threading Peg Boards</i></p> <p>Focus: NIP FLIP AND GRIP Letter formation – ar <i>* letter formation in books</i></p> <p>ENHANCED PROVISION: Mark making, copying patterns and shapes using NIP FLIP AND GRIP. <i>* Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</i></p> <p><i>Highland Council letter formation movement activities</i></p> |
| <p>Wk 6 25/03</p> | <p>The Gruffalo Rehearse and perform the story.</p> <p>Read stories based on farms. Read Rosie’s Walk.</p> <hr/> <p>Shared Reader 20: Let’s Do Art Phonics Sounds: Consolidation Green Words: art starts card yarn jar stars part sharp dart larch hard marks Red Words: We do asks the is says to her they there are of you has no she be I Home Book: Jam Tarts in the Dark</p> | <p>Teacher Led: Writing Time - I will paint the moon and stars.</p> <p>TA Led: Spelling Time - art starts card yarn jar stars part sharp dart larch hard marks</p> <p>Independent: Practice reading common exception words using the fishing game and spider game.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p> | <p>Consolidation Read Phonemes – ai ee igh oa oo oo ar Stretch and Read Write Graphemes Stretch and Spell</p> <p>HFW – recap all words</p> <p>Spelling: recap all words</p> | <p>Fine and gross motor activities: <i>Letter Formation Dri-wipe Playdough Mats Bead Threading Peg Boards</i></p> <p>Focus: NIP FLIP AND GRIP Letter formation – ai ee igh oa oo oo ar <i>* letter formation in books</i></p> <p>ENHANCED PROVISION: Mark making, copying patterns and shapes using NIP FLIP AND GRIP. <i>* Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</i></p> <p><i>Highland Council letter formation movement activities</i></p> |

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Vocabulary and Grammar List for 4-5 Year Olds Based on The Gruffalo

This list introduces key grammar concepts using The Gruffalo in a fun and engaging way.

1. Nouns (Naming Words)

- Characters: Gruffalo, mouse, fox, owl, snake
- Body Parts: tusks, claws, teeth, knees, wart
- Places: wood, logpile, tree, river, cave

Activity: Spot and name nouns in the story.

2. Adjectives (Describing Words)

- Descriptive Words from the Story: terrible, knobbly, poisonous, sharp, scary, dark, deep

Activity: Match adjectives to pictures of the Gruffalo (e.g., The Gruffalo has sharp claws).

3. Verbs (Action Words)

- Movement Words: stroll, scurry, slither, swoop, run, roar

Activity: Act out verbs and describe actions (e.g., "The mouse scurries through the wood").

4. Simple Sentences

Examples:

- The mouse is small.
- The Gruffalo has big teeth.
- The snake slithers away.

Activity: Build sentences using word cards or sentence starters.

5. Pronouns (Replacing Nouns)

- I, he, she, it, they

Examples:

- He is the Gruffalo.
- She is the owl.
- It is a logpile house.

Activity: Match pronouns to characters in the story.

6. Plural Nouns (More Than One)

- Singular - Plural: claw - claws, tooth - teeth, knee - knees

Activity: Find and sort singular and plural words in the story.

7. Prepositions (Position Words)

- Words from the Story: in, under, over, through, behind

Examples:

- The mouse walks through the wood.
- The owl is in the tree.

Activity: Place a toy mouse in different places and describe its position.

8. Conjunctions (Joining Words)

- Basic Words: and, but, because

Examples:

- The Gruffalo has big teeth and sharp claws.
- The mouse is small, but he is clever.

Activity: Finish sentences using conjunctions.

This grammar list introduces young learners to key language concepts through The Gruffalo in an engaging way.