

English Medium Term Plan
Hedgehog Class Year 1 and 2 Term 2 November 2024

<p>Y1 ongoing learning outcomes I can use capital letters a full stops I can segment words into phonemes and represent these by graphemes, spelling mostly correctly or phonically plausible. I can use spacing between words that reflects the size of the letters. I am beginning to spell many common exception words I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can write simple, coherent simple sentences. I can maintain stamina in my writing.</p>	<p>Y2 ongoing learning outcomes I can use capital letters a full stops I can segment words into phonemes and represent these by graphemes, spelling mostly correctly or phonically plausible. I can use spacing between words that reflects the size of the letters. I can spell many common exception words I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can write simple, coherent narratives about personal experiences and those of others I can proof-read to check for errors in spelling, grammar and punctuation I can maintain stamina in my writing (1 piece of A4 writing)</p>
<p>Y2 Term 1 specific learning outcomes I can use capital letters and full stop accurately in simple sentences. I can write a simple and coherent narrative and instructions I can write use adjectives and identify them in a text. I can use the coordinating conjunctions 'and' to join clauses accurately</p>	<p>Y2 Term 1 specific learning outcomes I can use capital letters for proper nouns. I can use the suffix - ed I can write a simple and coherent narrative and instructions I can write noun phrases I can use the coordinating conjunctions 'and, so , but, because' to join clauses accurately</p>

Week 1-3: Narrative – The Tiger Who came to Tea – Setting descriptions.

[The Tiger Who Came to Tea Pages 1-31 - Flip PDF Download | FlipHTML5](#)

Week 5-7: Non Fiction - Instruction writing

Week	Writing composition	SPaG	Spelling focus
1 Phase 1	Recall.recount, simple sentences of holiday. Poppy acrostic poem for remembrance. To use repetitive language for a setting based on The Tiger Who Came to Tea. To understand the basic sentence features of a setting.	Year 1 Finger spaces Capital letters and full stops Year 2 Finger spaces Capital letters and full stops Capital letters for proper nouns Suffix -ed	SCODE Lesson 34 – 37 focus on /oo/ coded oo, ue, ew, o Hip homophones: to/two/too, blue/blew
2 Phase 2	To use conjunctions to join two simple sentences together; Year 1: and Year 2: and but so because, to join co-ordinating sentences. (two lessons) To use the suffix –ed to change words to the past tense. (two lessons) To identify and begin to write a basic sentence to describe the setting using a bar model [noun] [verb] [when/where]. (2 lessons)	Year 1 Finger spaces Capital letters and full stops Year 2 Finger spaces Capital letters and full stops Capital letters for proper nouns Suffix –ed Year 1 To introduce the conjunction 'and' Year 2	SCODE Lesson 38 – 42 focus sound /ul/ coded 'le, -el, -al, -il Curriculum words: beautiful, people Superb suffixes: -ful and –ness code breakers: child, wild

		To introduce the conjunction 'and, but, so, because' Suffix -ed for past tense.	
3 Phase 3	To write sentences to describe the setting (based on The Tiger Who Came to Tea) using the structure of [noun] [verb] (yr2) [conjunction] [extra detail] e.g. The sun shone brightly. (yr1) The sun shone brightly and cast a golden light. (yr 2) (three lessons) To understand how to edit their writing, looking for spelling, punctuation and tense errors. (two lessons, lesson 1 modelling, lesson 2, chn edit their work.)	Year 1 To introduce the conjunction 'and' Year 2 To introduce the conjunction 'and, but, so, because' Suffix -ed for past tense.	SCODE Lesson 43 – 47 focus sound /ul/ coded 'le, -el, -al, -il Curriculum words: beautiful, people Superb suffixes: -ful and -ness code breakers: child, wild
4 Phase 1	Hook lesson for instructions – cooking pizzas To understand the layout and purpose of instructions. To understand the use of imperative verbs. To identify and orally model expanded noun phrases. To understand the importance of the order of instructions including a list of required equipment.	Imperative verbs Expanded noun phrases	SCODE Lesson 48 – 52 focus sound /i/ coded i, -ge, g, -dge
5 Phase 2	To understand the use and structure of a command and question sentence. (two lessons) To write short and concise sentences for instructions, including using the suffix -ly. (2 Lessons) To box up (story board) our own recipe instructions.	Bullet points Imperative verbs	SCODE Lesson 53 – 56 focus apostrophe academy – contractions including Hop homophones; there/their/they're.
6 Phase 3	To draft and edit sections of instructions (3 lessons) Follow a set of instructions written by the children to see how effective they are.	Editing for spelling errors.	