

English Medium Term Plan
Hedgehog Class Year 1 and 2 Term 5 2025

<p>Gaps: handwriting – ‘s’ ‘g’ ‘y’ capital letters</p> <p>Spelling of CEW and high frequency words</p> <p>editing to improve/against success criteria.</p>	<p>Narrative full story Revisit previously taught SPAG Commas in a list Adverbs – suffixes ly Revising focused on sentence shrinking and vocabulary choices</p> <p>Non-chron Revisit previously taught SPAG Revisit plural noun suffixes Apostrophes for possession Question and exclamation marks Tense present Use of suffixes -er -est -ly Revise subordination and co-ordination (if, when, that if)</p> <p>Revising focus (GDS): through language choices and adding expanded noun phrase and sentence shrinking</p>	<p>non-chron - factfile Plural noun suffixes (s and es) Suffixes er and est (smallest) Question mark Sentences with and (<i>and because if they are ready for this</i>). Proper Nouns</p> <p>Narrative sequence of sentences Continue to focus on previously taught SPAG Develop coherence across series of sentences</p> <p>Editing focus: spelling / basic sentence punctuation (run ons) (individuals may continue to need targeted letter formation feedback)</p>
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Week 1 – 4: Narrative – Sequence of sentences Mr Grumpy's Outing.

Week 5 - 6: non-chronological report - Meerkats

Week	Writing composition	SPaG	Spelling focus
1 (4 days)	<p>Narrative – Sequence of Sentences Mr Gumpy's Outing – Introduction to the text</p> <p>I can listen to and respond to a story that is read to me.</p> <p>I can join in with known parts of a story and repetitive phrases.</p> <p>I can recall the main parts of a story.</p> <p>I can use a story map to retell a story.</p>	<p>Continue to focus on previously taught SPAG</p> <p>Develop coherence across series of sentences</p> <p>Plural noun suffixes (s and es) (y2 also)</p> <p>Adverbs – suffixes ly</p>	<p>Lessons 108 – 111</p> <p>baseline assessment</p> <p>Curriculum words: half, hold, behind, behind, who, whole</p>
2 (5 day)	<p>Narrative – Sequence of Sentences Mr Gumpy's Outing – Modelled Write</p> <p>I can write three/six simple sentences about the beginning of Mr Gumpy's Outing.</p> <p>I can write three/six simple sentences about the middle of Mr Gumpy's Outing.</p> <p>I can write three/six simple sentences about the end of Mr Gumpy's Outing.</p> <p>I can write a sequence of 4/8 sentences telling the story of Mr Gumpy's Outing.</p> <p>I can check and edit my writing.</p>	<p>Continue to focus on previously taught SPAG</p> <p>Develop coherence across series of sentences</p> <p>Suffixes er and est (smallest)</p> <p>Commas in a list.</p>	<p>lessons 112 – 116</p> <p>Curriculum words: whole, hour, beautiful, children, improve, Christmas, pretty, busy</p> <p>homophones and near – homophones.</p>
3 (4 days)	<p>Narrative – Sequence of Sentences Mr Gumpy's Day at the Park – Modelled Text / Independent</p> <p>Introduce the modelled text and rehearse.</p>	<p>Continue to focus on previously taught SPAG</p> <p>Develop coherence across series of sentences</p>	<p>Lessons 117 – 120</p> <p>Curriculum words: any, many, every, money, everybody, great, break, grass</p>

	<p>I can listen to and respond to a story that is read to me.</p> <p>I can join in with known parts of a story and repetitive phrases.</p> <p>I can recall the main parts of a story.</p> <p>I can use a story map to retell a story.</p>	<p>Question mark</p> <p>word classes – noun, adjective, verb, adverb</p>	<p>the /i/ and /igh/ sound spely –y at the end of words (any, shy)</p> <p>possessive apostrophe (singular nouns)</p>
<p>4 (4 days)</p>	<p>Narrative – Sequence of Sentences Mr Gumpy's Day at the Park – Modelled Text / Independent</p> <p>I can write three simple or compound sentences/ six simple or compound sentences about the beginning of Mr Gumpy's Day at the Park.</p> <p>I can write three simple or compound sentences/ six simple or compound sentences about the middle of Mr Gumpy's Day at the Park.</p> <p>I can write three simple or compound sentences/ six simple or compound sentences about the end of Mr Gumpy's Day at the Park.</p> <p>I can write a sequence of four simple or compound sentences/ eight simple or compound sentences telling the story of Mr Gumpy's Day at the Park.</p> <p>I can check and edit my writing.</p>	<p>Continue to focus on previously taught SPAG</p> <p>Develop coherence across series of sentences</p> <p>Sentences with and (and because if they are ready for this).</p> <p>conjunctions – and, but, so, because.</p>	<p>Lessons 121 – 124</p> <p>Curriculum words: prove, improve, pretty</p> <p>the/r/ sound coded /r/ and /rr/ and /wr/</p>
<p>5 (3 days)</p>	<p>Non-Chronological Report (Based on class trip)</p> <p>I can label a picture of a Meerkat and annotate with simple features.</p> <p>I can write a series of facts about Meerkats appearance, habitat and diet.</p> <p>I can write a non-chronological report about Meerkats.</p>	<p>Proper Nouns</p> <p>Apostrophes for possession</p> <p>Question and exclamation marks</p> <p>Tense present</p>	<p>Lesson 125 – 127</p> <p>Curriculum words: water</p> <p>the /r/ sound coded /wr/.</p> <p>the /or/ sound coded 'a'.</p> <p>the /or/ sound coded 'ar'</p>