

English termly planning

Term	Topic and Subject lead	Quality text and stimulus	Unit and length	Writing across the English unit			Topic writing	
				Cold task	USE IT EVIDENCE		HOT TASK	PROVE IT EVIDENCE
1	(Baseline Assessment)	<ul style="list-style-type: none"> But Martin! I Don't Want to Wash my Hands 	Unit 1 4 weeks	NAME WRITING Draw a picture of themselves and write their name.	Recognise name Joining dots to write name	Trace name Copy name card Write their name using different mediums – water and paintbrushes, chalk, paint etc.	Write their name (ongoing)	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD – 30-50) Can copy some letters. (PD (MH) – 30-50) Recognises familiar words and signs such as own name. (L (R) – 30-50) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L (W) – 40-60) Writes own name. (L (W) – 40-60)
	All About Me	<ul style="list-style-type: none"> Once There Were Giants When I Grow Up Handa's Surprise Oliver's Fruit Salad Oliver's Vegetables Wakey, Wakey Big Brown Bear 	Unit 2 3 weeks	INITIAL SOUNDS Drawing activity and Initial Sounds	Draw a picture of their family Draw a picture of what they want to be when they grow up	Drawing pictures for beginning, middle, end of texts. Label items using initial sounds. Write a list using initial sounds.	Autumn Walk – Draw and write initial sounds.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD – 30-50) Beginning to be aware of the ways stories are structured. (L (R) – 30-50) Listens to stories with increasing attention and recall. (L (R) – 30-50) Sometimes gives meaning to marks as they draw. (L (W) 30-50) Gives meaning to marks they draw and write. (L (W) 40-60) Hears and says the initial sounds in words. (L (W) 40-60) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L (W) – 40-60)

	Phonics Initial Sounds	<ul style="list-style-type: none"> Sounds Around the Town Rhyming Texts 	6 weeks	Listening to sounds – sound walk.	<p>Introduce Ginger Bear and his rules of listening</p> <p>Grandma's footsteps game</p> <p>What's in the box game?</p>	<p>Silly Soup (Rhyming Activity)</p> <p>Bertha's Bus (Alliteration Activity)</p>	<p>Playing with Words (Beats in words)</p> <p>Metal Mike (Syllables in words)</p>	<p>Sound Lotto</p> <p>Complete Phase 1 Phonics</p>	<p>Focusing attention – still listen or do, but can shift own attention. (CL (LA) 30-50)</p> <p>Shows awareness of rhyme and alliteration. (L (R) 30-50)</p> <p>Recognises rhythm in spoken words. (L (R) 30-50)</p>
2	Let's Party	<ul style="list-style-type: none"> Kipper's Birthday Lighting the Lamp Cbeebies Poppies Video Eight Candles to Light Sammy Spider's First Hanukkah 	6 weeks	<p>WRITE WORDS (LISTS)</p> <p>Write a present tag.</p>	Write a shopping list for a party.	Write topic words each week – Bonfire Night, Diwali, Children in Need, Hanukkah.	Letter to Father Christmas	At Christmas I see... Draw pictures and write a list of items.	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD (MH) – 30-50)</p> <p>Shows a preference for a dominant hand. (PD (MH) 40-60)</p> <p>Begins to form recognisable letters. (PD (MH) 40-60)</p> <p>Listens to stories with increasing attention and recall. (L (R) – 30-50)</p> <p>Sometimes gives meaning to marks as they draw. (L (W) 30-50)</p> <p>Gives meaning to marks they draw and write. (L (W) 40-60)</p> <p>Hears and says the initial sounds in words. (L (W) 40-60)</p> <p>Can segment the sounds in simple words and blend them together. (L (W) 40-60)</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L (W) – 40-60)</p>
3	Once Upon A Time	<ul style="list-style-type: none"> Frozen Goldilocks and the 3 Bears 	6 weeks	Write a simple caption	Captions to match a picture of the story	Wanted Poster (LRH)	Instruction captions How to make a pancake.	Planting a bean instruction	Hears and says the initial sounds in words. (L (W) 40-60)

		<ul style="list-style-type: none"> Little Red Riding Hood Three Little Pigs Mr Wolf's Pancakes Jack and the Bean Stalks 		I am (Wow day writing)	(all the stories)			caption writing (Jack and the Bean Stalk)	<p>Can segment the sounds in simple words and blend them together. (L (W) 40-60)</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L (W) – 40-60)</p> <p>Writes own name and others things such as labels and captions (L (W) – 40-60)</p> <p>Begins to form recognisable letters. (PD (MH) 40-60)</p>
4	Amazing Animals	<ul style="list-style-type: none"> The Great Pet Sale Mad about Dinosaurs Farmyard Hullabaloo Dear Zoo 	5 weeks	Describe a Pet Write 3 short sentences.	Write a letter to the mummy dinosaurs using 3 short sentences.	Write a short recount in simple sentences about the school trip		Write a letter to the zoo asking for a pet in simple sentences.	<p>Can segment the sounds in simple words and blend them together. (L (W) 40-60)</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L (W) – 40-60)</p> <p>Writes own name and others things such as labels and captions (L (W) – 40-60)</p> <p>Attempts to write short sentences in meaningful context. L (W) – 40-60)</p> <p>Begins to form recognisable letters. (PD (MH) 40-60)</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. L (W) – 40-60)</p>
5	In the Garden	<ul style="list-style-type: none"> The very hungry caterpillar Bad tempered ladybird Aaaarrrah spider 		Write short captions of what they can see in the poster. (minibeasts)	Diary of the hungry caterpillar Time connectives – first next etc	Retell the story of the bad tempered ladybird, Aaaarrrah spider, Sam planted a sun flower Peter Rabbit using connectives then, next in the end		Growing a Frog story	<p>Children use their phonic knowledge to write words in ways that match their spoken sounds. L ELG</p> <p>Children write some irregular common words. L EGL</p>

		<ul style="list-style-type: none"> • I can see poster • Sam planted a sun flower • Peter Rabbit • Growing a Frog 				Story language – one day etc		<p>Children write simple sentences which can be read by themselves and others.</p> <p>Children write some words that are spelt correctly and other are phonetically plausible L ELG</p> <p>Children handle equipment and tools effectively including pencils for writing PD ELG</p>	
6	Splash	<ul style="list-style-type: none"> • Sharing a Shell • Commotion in the Ocean • Lucy and Tom at the Seaside • A Victorian Seaside Holiday • Light house Keeper's Lunch • Pirate Post • Pirate Pete 	7 Weeks	A sorry letter (Sharing a shell)	Deep sea diver diary / Victorian Diary	Postcard from the sea side	Seaside story	Pirate Pete/ Kate story	<p>Children use their phonic knowledge to write words in ways that match their spoken sounds. L ELG</p> <p>Children write some irregular common words. L EGL</p> <p>Children write simple sentences which can be read by themselves and others.</p> <p>Children write some words that are spelt correctly and other are phonetically plausible L ELG</p> <p>Children handle equipment and tools effectively including pencils for writing PD ELG</p>