

Medium Term Plan

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Classic Tales</b> Little Red Riding Hood, Goldilocks, The Magic Porridge Pot, Cinderella, Snow White</p> <p><b>Well-loved Stories</b> Where the Wild Things Are, Owl Babies, Hairy Maclary, Not Now Bernard, Gruffalo</p> <p><b>Contemporary Picture Books</b> Oh No, George, Lost and Found, Oi Frog, The Crocodile Who didn't like Water</p> <p><b>Non-fiction</b> Range of high quality non-fiction including online and books</p>	<p><b>Narrative</b></p> <p>Retell a simple story with predictable phrases eg. repetition of key phrases – <i>"huff and puff and blow your house down"</i>, <i>"We're going on a bear hunt..."</i>. Focus on creation of sentence.</p> <p><b>Transform for GDS</b> Add additional detail joining sentences using 'and'.</p> <p><b>Recount</b></p> <p>Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p><b>Transform for GDS</b> Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.</p>	<p><b>Narrative</b></p> <p>Tell a basic 3 part story about a central character eg The Gruffalo.</p> <p><b>Transform for GDS</b> Add additional character description.</p> <p><b>Instructions</b></p> <p>Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p><b>Transform for GDS</b> Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</p>	<p><b>Narrative</b></p> <p>Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p><b>Transform for GDS</b> Focus on a descriptive setting.</p> <p><b>Recount</b></p> <p>Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p><b>Transform for GDS</b> Expand by using simple descriptive language to add detail.</p>	<p><b>Narrative</b></p> <p>Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p><b>Report</b></p> <p>Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p><b>Transform for GDS</b> Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p>	<p><b>Narrative</b></p> <p>Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Include some of the patterns and language of familiar stories eg. repeating same words and phrases three times – <i>"run, run as fast as you can"</i>.</p> <p><b>Instructions</b></p> <p>Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Expand by including more instructional features eg. a list of equipment, numbered lists. Sentence structure to include commas in a list.</p>	<p><b>Narrative</b></p> <p>Write a story which includes strong characterisation eg. good or bad character. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p><b>Report</b></p> <p>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p><b>Transform for GDS</b> Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p>

Key Performance Indicators for Assessment

Year One	Term One	Term Two	Term Three
<p><b>Assessment Key Performance Indicators</b></p> <p><i>Items in italics are added to the assessment requirements for 2020-21 in response to the school closure as a result of CVOVID 19.</i></p>	<p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>● <i>Write own name and other things such as labels and captions.</i></li> <li>● <i>Understand the need for spacing between words.</i></li> <li>● Use predictable and repeated phrases in own writing drawn from reading and role-play</li> <li>● Describe a character using simple adjectives</li> <li>● <i>Write simple sentences which can be read by themselves and others.</i></li> <li>● <i>Attempt to write short sentences in a meaningful context.</i></li> <li>● Write sentences to match pictures, or sequences of pictures, illustrating an event</li> <li>● Write simple instructions in order with some imperative verbs</li> <li>● Write sentences sometimes demarcated accurately with full stops</li> <li>● Begin to separate words with spaces</li> <li>● Begin to use capital letters for the beginning of sentences and for names</li> <li>● <i>Use phonic knowledge to write words in ways which match their spoken sounds.</i></li> <li>● Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible</li> <li>● Makes phonetically plausible attempts to spell words that have not been learnt</li> <li>● <i>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</i></li> <li>● Form many lower case letters in the correct direction, starting and finishing in the right place.</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>● Independently structure writing by ordering sequence of events with use of words like first, next, after, when.</li> <li>● Join clauses by using the conjunction 'and'.</li> <li>● Make careful choices of adjectives.</li> <li>● Distinguish between a statement and a command</li> <li>● Expand by including more instructional features e.g. numbered points</li> </ul>	<p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>● Use traditional story language</li> <li>● Structure story into three parts</li> <li>● Describe a setting, something or someone with some appropriate adjectives</li> <li>● Write in first person using capital letter for "I"</li> <li>● Write sentences mostly demarcated by full stops and capital letters</li> <li>● Experiment with exclamation marks</li> <li>● Write in sequence using words to signal time e.g. first, next, then, after</li> <li>● Maintain past tense</li> <li>● <i>Write some common irregular words.</i></li> <li>● Spell most common exception words taught so far</li> <li>● Form most lower case letters in the correct direction, starting and finishing in the right place.</li> <li>● Form lower-case letters of the correct size relative to one another in some of their writing</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>● Independently choose to expand ideas and sentences using "and"</li> <li>● Independently choose to add detail using a variety of adjectives</li> <li>● Independently choose to use and apply vocabulary gathered from reading.</li> <li>● Consider the reader when making vocabulary choices</li> <li>● Read own writing to check it makes sense</li> <li>● Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	<p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>● Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li> <li>● Structure writing using some features of the given form</li> <li>● Write instructions with some expansion about something they know well including imperative verbs.</li> <li>● Assemble information about a topic, describing different aspects of the subject.</li> <li>● Use the conjunction "and"</li> <li>● Use descriptive language with some use of comparative and superlative adjectives</li> <li>● Spell words containing each of the 40+ phonemes taught</li> <li>● Use simple past and present verbs mostly accurately</li> <li>● Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences</li> <li>● Use spaces between words</li> <li>● Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits</li> <li>● Use features of standard English</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>● Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories</li> <li>● Always think about reader as they write, making precise choices</li> <li>● Choose to expand ideas with simple conjunctions and descriptive language</li> <li>● Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately</li> <li>● Add the suffixes -ing, -ed, -er to spell many words correctly</li> <li>● Evaluate the impact of writing on the reader</li> <li>● Articulate own success criteria</li> </ul>

Medium Term Plan						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Classic Tales</b> Stories from woodland settings, Dragon Mountain, The Brave Sister, Selkie</p> <p><b>Picture Books</b> Lost and Found, The Tunnel and Paper Bag Princess</p> <p><b>Books by well-known Authors</b> Anthony Browne, Oliver Jeffers, Quentin Blake, John Burningham,</p> <p><b>Longer Narratives</b> Flat Stanley, George's Marvellous Medicine, Pugs of the Frozen North</p>	<p><b>Narrative</b> Retell a 3 part story that has a key central character.</p> <p><b>Transform for GDS</b> Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p><b>Non-chronological report</b> Use information from research to group and assemble information into a short non-chronological report.</p> <p><b>Transform for GDS</b> Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p>	<p><b>Narrative</b> Retell a traditional tale – with repeated events using the rule of three.</p> <p><b>Transform for GDS</b> Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p><b>Recount</b> Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p> <p><b>Transform for GDS</b> Write same recount as a third person recount.</p>	<p><b>Narrative</b> Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p><b>Transform for GDS</b> Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information.</p> <p><b>Instructions</b> Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p><b>Transform for GDS</b> Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p>	<p><b>Narrative</b> Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p><b>Transform for GDS</b> Expand on the main event with a focus on use of verbs and adverbs.</p> <p><b>Recount</b> Write a narrative recount in role.</p> <p>Write about a real experience.</p> <p><b>Transform for GDS</b> Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change.</p>	<p><b>Narrative</b> To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p><b>Transform for GDS</b> Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p><b>Non-chronological report</b> Use the language and structural features in a specific form eg. leaflet.</p> <p><b>Transform for GDS</b> Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p>	<p><b>Narrative</b> To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p><b>Transform for GDS</b> Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p><b>Persuasion</b> Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p><b>Transform for GDS</b> Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</p>

Key Performance Indicators for Assessment

Year 2	Term One	Term Two	Term Three
<p><b>Assessment Key Performance Indicators</b></p> <p><i>Items in italics are added to the assessment requirements for 2020-21 in response to the school closure as a result of CVOVID 19.</i></p>	<p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>Use information from research to group and assemble information into a short non-chronological report.</li> <li><i>Sequence sentences to form short narratives</i></li> <li>Write about a real event, recording it simply and clearly</li> <li><i>Use capital letters, full stops and some exclamation marks to demarcate sentences</i></li> <li>Demarcate sentences with capital letters and full stops.</li> <li><i>Use simple adjectives</i></li> <li><i>Use simple past and present verbs mostly accurately.</i></li> <li>Understand how to write in the past tense</li> <li>Write in the first and third person</li> <li>Begin to expand writing using co-ordinating conjunctions (e.g. or / and / but)</li> <li><i>Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits.</i></li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing</li> <li><i>Spell phonetically plausible real and nonsense words using the graphemes from Phase 2-4</i></li> <li>Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>Spell most common exception words taught so far</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Expand information using some subordination AND co-ordination</li> <li>Use some expanded noun phrases to describe and specify</li> <li>Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>Structure own writing deciding on what goes in each part</li> </ul>	<p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about a real experience structured appropriately</li> <li>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</li> <li>Expand noun phrases to describe and specify</li> <li>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use capital "I" for personal pronouns</li> <li>Use a wider range of subordination (e.g. when / if / that / because) to join clauses</li> <li>Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>Use spacing between words that reflects the sizes of the letters</li> <li>Spell common exception words covered so far</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Write effectively and coherently to recount, instruct and entertain</li> <li>Decide on the structure of writing based on its form. Know what features to change when changing the form of writing.</li> <li>Identify where words are spelt incorrectly</li> <li>Edit own writing with simple corrections</li> <li>Add suffixes to spell some words correctly</li> <li>Experiment with cursive writing</li> <li>Understand 1<sup>st</sup> person and 3<sup>rd</sup> person writing</li> <li>Experiment with a range of ways of expanding nouns</li> <li>Experiment with adverbs</li> </ul>	<p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about real events, recording these simply and clearly</li> <li>Write a simple persuasive piece</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>spell most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> <li>Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>