

Badger Class (YR) English Medium Term Plan

Term 5 Summer 2024

Main objectives to be checked at the end of this term: Foundation Stage

June

Word Reading

- Can read with fluency CEW as outlined in schools' phonics progression document.
- Has secure phoneme grapheme correspondence for alphabet.
- Segment cvc/ccvc/cvcc words.
- Blend to read cvc/ccvc/cvcc words.
- Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.
- Is achieving expected in termly phonics assessments
- Read words, captions and text consistent with phonic knowledge by sound blending.

Comprehension

- Show understanding of what is read by or to them by naming main characters and key events.
- Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.
- Recognises blends, digraphs, letter patterns and simple word families
- Explains the difference between books that tell stories and those that give information.
- Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.
- Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate key events in stories.
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

June

Writing

- Can write recognisable letters associated with taught phonemes in SSP lessons.
- Accurate letter formation of taught letters.
- Secure spatial awareness so size/orientation of known letters.
- Strong relationship between the line and letters in a range of media.
- Use clearly identifiable letters to write words / phrases / simple sentences that can be read by others.
- Can write in response to a stimulus.
- Correct phoneme-grapheme choices for start, end and taught medial sounds in writing.
- Write known and newly taught CEW words in writing.
- Spaces in between words is common.
- Writes independently in provision.
- Uses emergent spelling (for new combinations of letters, not taught specifically in SSP) to write words that are connected to a given topic or opinion. Draws pictures to support writing.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Cross Curricular Links

Habitats – Polar Bear, Polar Bear, Brown Bear, Brown Bear
 Animals and mini-beasts – Mixed up Chameleon
 Poetry – Old MacDonald had a farm

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Week	Reading	Writing Composition	Phonics/HFW	Handwriting
Wk 1 15.4.24	<p>The Very Hungry Caterpillar Hook for storytelling – Have The Very Hungry Caterpillar hidden in a feeling bag, pass the feeling bag around and have the children make guesses about what is inside the bag.</p> <p>I can join in with the retelling of a story I can use a story map to help tell a story. I can talk about my favourite part of the story I can create my own stories as a class.</p> <p>Shared Reader 21: Jim and the Corn Phonics Sounds: or ore se Green Words: sort for snort corn thorn torn short shore sore more horse gorse Red Words: is the of you to be put by he has there are I all no - where here Home Book: Let's Do Art!/Phonetically Decodable Book</p>	<p>Teacher Led: Use the Writing Time process to model the following sentence: <i>Jim snacks on sweet corn.</i></p> <p>TA Supervised Independent Activities: Make masks for storytelling Sequence the life cycle of a butterfly. Practice Spelling Words</p> <p>Enhanced Provision: * Story Maps * Character masks * Hungry Caterpillar story figures & wooden spoons. * Mini-beasts small world animals. * Colouring Sheets. * Playdough Mats. * Using musical instruments to make sounds to go along with the story. * Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</p> <p>Spelling Time: sort for snort corn thorn torn short shore sore more horse gorse +Red Words</p>	<p>Review Read GPCs – ee igh oa oo oo ar Stretch and Read Quick Erase</p> <p>Teach – or</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words and sentences</p> <p>HFW – where, here, today, when</p> <p>Spelling: his, be, me</p>	<p>Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i> <i>P.E.</i></p> <p>Letter formation – or <i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT</i> <i>Stage 1 Part 2 Week 16</i> <i>q f</i></p>
Wk 2 22.4.24	<p>The Very Hungry Caterpillar I can listen and respond to a story I can join in with the retelling of a story I can use a story map to help tell a story. I can sequence key points from the story. Read story from Big Book (create own big book). I can create my own stories as class. I can think of adjectives to describe characters.</p>	<p>Teacher Led: Use the Writing Time process to model the following sentence: <i>I can see green shoots and buds.</i></p> <p>TA Supervised Independent Activities: Tell the story using masks. Name characters from story. Practice Spelling Words</p> <p>Enhanced Provision: * Story Maps * Character masks * Hungry Caterpillar story figures & wooden spoons. * Mini-beasts small world animals. * Colouring Sheets.</p>	<p>Review Read GPCs - igh oa oo oo ar or Stretch and Read Quick Erase</p> <p>Teach – ur</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words and sentences</p> <p>HFW – what, some, come, pull</p>	<p>Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i> <i>P.E.</i></p> <p>Letter formation – ur <i>letter formation in books</i></p>

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	<p>4Shared Reader 22: Bells and Buds Phonics Sounds: ur Green Words: Yogurt curd slurp burp turn curb church bursting turf unfurl burn curls lurches Red Words: are of they says I has go be to the by no his is where so as – today when what Home Book: Jim and the Corn/Phonetically Decodable Book</p>	<p>* Playdough Mats. * Using musical instruments to make sounds to go along with the story. * Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</p> <p>Spelling Time: Yogurt curd slurp burp turn curb church bursting turf unfurl burn curls lurches +Red Words</p>	<p>Spelling: has, no, so</p>	<p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT Stage 1 Part 2 Week 17 s e</i></p>
<p>Wk 3 29.4.24</p>	<p>The Very Hungry Caterpillar I can listen and respond to a story I can join in with the retelling of a story I can use a story map to help tell a story. I can use actions, mime and role play to retell main parts from the story. I can create my own stories using familiar stories (change characters) I can create my own stories as class.</p> <hr/> <p>Shared Reader 23: Not on the Beds! Phonics Sounds: ow ed Green Words: wow now how jowls down allowed frowned scowled turned curled hurled licked looked drooped romped Red Words: was the her were they to you there me said are he I go into so put of no – some come Home Book: Bells and Buds</p>	<p>Teacher Led: Use the Writing Time process to model the following sentence: <i>Huff and Puff licked yogurt off each other's chins.</i></p> <p>TA Supervised Independent Activities: Role play the story using small world. Write captions to match pictures Practice Spelling Words</p> <p>Enhanced Provision: * Story Maps * Character masks * Hungry Caterpillar story figures & wooden spoons. * Mini-beasts small world animals. * Colouring Sheets. * Playdough Mats. * Using musical instruments to make sounds to go along with the story. * Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</p> <p>Spelling Time: wow now how jowls down allowed frowned scowled turned curled hurled licked looked drooped romped +Red Words</p>	<p>Review Read GPCs - oa oo oo ar or ur Stretch and Read Quick Erase</p> <p>Teach – ow</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words and sentences</p> <p>HFW – push, out, school, friend</p> <p>Spelling: her, do, my</p>	<p>Fine and gross motor activities <i>Funky Fingers – Peg boards Dry-wipe letter formation cards Playdough Bead threading and lacing. P.E.</i></p> <p>Letter formation – ow</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT Stage 1 Part 2 Week 18 Oblique lines</i></p>

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<p>Wk 4 6.5.24</p>	<p>The Very Hungry Caterpillar I can retell a story using my own characters. I can listen and respond to a story. I can create my own stories as class.</p> <hr/> <p>Shared Reader 24: Too Much Noise!</p> <p>Phonics Sounds: oi se ze</p> <p>Green Words: noise joined point avoided poised soil spoiled hoick moist joined toiled squeeze</p> <p>Red Words: What said I is of the his to they were do some her all come you be me ask my put she he no – pull push</p> <p>Home Book: Not on the Beds!</p>	<p>Teacher Led: Use the Writing Time process to model the following sentence: <i>Dogs bark, cats miaow and rabbits sniff.</i></p> <p>TA Supervised Independent Activities: Create posters for a bug ball. Write invitations to a bug ball. Practice Spelling Words</p> <p>Enhanced Provision: * Story Maps * Character masks * Hungry Caterpillar story figures & wooden spoons. * Mini-beasts small world animals. * Colouring Sheets. * Playdough Mats. * Using musical instruments to make sounds to go along with the story. * Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</p> <p>Spelling Time: noise joined point avoided poised soil spoiled hoick moist joined toiled squeeze +Red Words</p>	<p>Review Read GPCs - oo oo ar or ur ow Stretch and Read Quick Erase</p> <p>Teach – oi</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words and sentences</p> <p>HFW – once, one, your, love</p> <p>Spelling: by, said, was</p>	<p>Fine and gross motor activities <i>Funky Fingers – Peg boards Dry-wipe letter formation cards Playdough Bead threading and lacing. P.E.</i></p> <p>Letter formation – oi</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT Stage 1 Part 2 Week 19 w v</i></p>
<p>Wk 5 13.5.24</p>	<p>Polar Bear, Polar Bear, Brown Bear, Brown Bear Read - Polar Bear, Polar Bear, Brown Bear, Brown Bear I can join in with the retelling of a story I can talk about my favourite part of the story. I can compare similar books. I can create my own stories as class.</p> <hr/> <p>Shared Reader 25: Dad's Shearing Shop</p> <p>Phonics Sounds: ear</p> <p>Green Words: smears sears hear shear clear beard ear near gearing tears rear fear</p> <p>Red Words: is the she of puts as to are you ask I my be says me her what come you no go some – out school friend</p> <p>Home Book: Too Much Noise!</p>	<p>Teacher Led: Use the Writing Time process to model the following sentence: <i>Dad cuts his beard.</i></p> <p>TA Supervised Independent Activities: Colouring Sheets Pencil Control Sheets Practice Spelling Words</p> <p>Enhanced Provision: * Story Maps * Character masks * Hungry Caterpillar story figures & wooden spoons. * Mini-beasts small world animals. * Colouring Sheets. * Playdough Mats. * Using musical instruments to make sounds to go along with the story. * Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes</p> <p>Spelling Time: smears sears hear shear clear beard ear near gearing tears rear fear +Red Words</p>	<p>Review Read GPCs - oo ar or ur ow oi Stretch and Read Quick Erase</p> <p>Teach – ear</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words and sentences</p> <p>HFW – little, house, full</p> <p>Spelling: recap all words</p>	<p>Fine and gross motor activities <i>Funky Fingers – Peg boards Dry-wipe letter formation cards Playdough Bead threading and lacing. P.E.</i></p> <p>Letter formation – ear</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT Stage 1 Part 2 Week 20 x z k</i></p>

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Wk 6 20.5.24	Mixed up Chameleon Read Mixed up Chameleon I can join in with the retelling of a story I can talk about my favourite part of the story. I can create my own stories as class.	Teacher Led: Use the Writing Time process to model the following sentence: <i>The chick was wet and flopping.</i> TA Supervised Independent Activities: Design my own mixed up animal Make stick puppets Practice Spelling Words Enhanced Provision: * Story Maps * Character masks * Hungry Caterpillar story figures & wooden spoons. * Mini-beasts small world animals. * Colouring Sheets. * Playdough Mats. * Using musical instruments to make sounds to go along with the story. * Pencil Control Sheets * Picture Match * Cutting Skills * Make Stick Puppets * Dry-wipe mazes	Consolidation Read Phonemes – or oi ur ear ow Stretch and Read Write Graphemes Stretch and Spell HFW – recap all words Spelling: recap all words	Fine and gross motor activities <i>Funky Fingers – Peg boards</i> <i>Dry-wipe letter formation cards</i> <i>Playdough</i> <i>Bead threading and lacing.</i> <i>P.E.</i> Letter formation – all letters (consolidation) <i>letter formation in books</i> <i>Highland Council letter formation movement activities</i> <i>Griffin OT</i> <i>Stage 1 Part 2 Week 21</i> <i>Writing my name</i>
	Shared Reader 26: Ben Sees a Chick Phonics Sounds: Consolidation Green Words: Hears near gear fear ears dear year Red Words: my friend says she has some to we go the he put her come here no you his there are out of is push so they do Home Book: Dad's Shearing Shop	Spelling Time: my friend says she has some to we go the he put her come here no you his there are out of is push so they do +Red Words		