

Fordcombe CEP School Medium Term English plan	Elm Class Year 2/3/4		Spring 2024	Miss Huskisson Mrs Treutenaere	Mrs Bell Mrs Scott Mrs Evans		
Reading			<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • using dictionaries to check the meaning of words that they have read • discussing words and phrases that capture the reader’s interest and imagination • identifying how language, structure, and presentation contribute to meaning • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (Y2) • discussing the sequence of events in books and how items of information are related (Y2) • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2 SPAG) 				
Spoken Language			<ul style="list-style-type: none"> •listen and respond appropriately to adults and their peers •ask relevant questions to extend their understanding and knowledge •use relevant strategies to build their vocabulary •speak audibly and fluently, with an increasing command of Standard English •use spoken language to develop understanding through speculating, imagining and exploring ideas; begin to pose a hypothesis Gain and maintain the interest of the listener, growing in the ability to monitor the listener’s response and begin to make adjustments 				
WB	Texts/Genres	Learning Objective	SPaG				
			Monday	Tuesday	Wednesday	Thursday	Friday

06.01.2025	How the Stars Came to Be by Poonam Mistry	<p>Response to illustration, Reading aloud, Visualisation</p> <p>Reading aloud and writing in role</p> <p>Research and writing</p> <p>Information texts</p>	<p>Spelling rules</p> <p>The soft 'g'</p>	Possessive apostrophes	Possessive apostrophes	Possessive apostrophes	Spelling Test
13.01.2025	How the Stars Came to Be by Poonam Mistry	<p>Looking at language, free writing, poetry</p> <p>Book talk</p> <p>Role on the wall</p> <p>Writing in role</p> <p>Sharing narratives</p>	<p>Spelling rules</p> <p>The soft 'c'</p>	Prepositions	Prepositions	Prepositions	Spelling Test
20.01.2025	How the Stars Came to Be by Poonam Mistry	<p>Reading and researching using information texts</p>	<p>Spelling rules</p> <p>Patterns 'sh'</p>	Simple Sentences	Simple Sentences	Simple Sentences	Spelling Test

		Recording and sharing information Shared and independent writing Drafting and publication					
27.01.2025	How the Stars Came to Be by Poonam Mistry	Reading aloud and book talk Story-mapping and story telling Ideation Creation and reflection, Developing own narrative	Spelling Rules Patterns 'n'	Proofreading	Proofreading	Proofreading	Spelling Test
03.02.2025	How the Stars Came to Be by Poonam Mistry	Creation and reflection, Developing own narrative Publication and Bookmaking	Spelling Rules Patterns 'r'	Demarcating sentences	Demarcating sentences	Demarcating sentences	Spelling Test
10.02.2025	How the Stars Came to Be by Poonam Mistry		Spelling Rules Patterns 'l'	Conjunctions When, if, because, although	Conjunctions When, if, because, although	Conjunctions When, if, because, although	Spelling Test