

Badger Class (YR) English Medium Term Plan

Term 4 Spring 2024

Reading Objectives (Teach Children to...)

- Use key vocabulary (tier 2) in talking about learning.
- Track print to support reading of phonemes and common exception words.
- Read some common exception words (detailed on phonics overview).
- Use growing phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.
- Read words and simple sentences containing taught graphemes.
- Blend words that contain taught digraphs e.g. night, chin, feet, shop.
- Use sequencing words (e.g. first, before) to sequence events when retelling a story.
- Use what has happened so far in the story to help them predict what could happen next (using their own life experiences).
- To know what a setting is and be able to identify where stories they read are set.
- Answer questions about characters and setting.
- Retell major events of a story in sequence.
- Ask questions about a text being read to them.
- Say what they like about stories that they have read and join in with stories read to them.

Writing Objectives (Teach Children to...)

Handwriting (see handwriting developmental continuum [LINK](#) and DSAT letter formation & pencil grip progression [LINK](#).)

- Plan according to pre-writing [LINK](#) and pencil grip [LINK](#) development continuums (for identified need).**
- Correctly, with accuracy, form all taught letters of the alphabet.
 - To show clear ascenders and descenders.
 - To correctly ascend and descend in a straight line.
 - To understand the difference between vertical (straight), curved and diagonal lines.
 - To show the difference in size between lower case and upper-case letters.
 - To use taught digraphs in writing.
 - To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc).
 - To moderate through adult feedback letter size / orientation and formation adjusting to the size/space around the lines.
 - To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons.

Writing words

- Write some taught common exception words, spelt correctly.
- To represent initial, end and medial sounds using taught phonics.
- Spell known words with increasing confidence.
- To orally use sequencing words, e.g. 'first, next'.
- Write phrases and short sentences that can be read by others.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- To identify the part of common exception words that is tricky to spell.
- Order letter cards alphabetically.
- Identify success in own writing.
- Write words in response to a stimulus.
- To understand that some past tense verbs don't end in '-ed'.
- To know that 'went' is the past tense of 'go'.

Sentence Building

- Orally sequence at least 5 words into a sentence.
- Say a complete sentence aloud before writing.
- Practise counting the words in a sentence so that they can remember it.
- Practise repeating the sentence to hold it in memory until the point of writing.
- Know that there are words that can be used to describe objects, people and things.
- To know that these describing words can be part of a sentence.
- Orally compose a sentence that includes descriptive words.
- Write words down which convey sentence talk.
- Know that writing represents meaning of the words we say and we use punctuation to show this.
- Write words, phrases and simple sentences.
- Start a sentence with a capital letter and end with a full stop.

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Week	Reading	Writing Composition	Phonics / HFW	Handwriting
<p>Wk 1 19/02</p>	<p>Little Red Hen Have a bag of corn and a pestle and mortar. Ask lots of questions and provide opportunities for think-pair-share. What is this? What is it for? What can you do with it? I wonder what happens if I grind this corn in the pestle and mortar? Let a small selection of children have a go at grinding corn. What is this white powder? What can you do with it?</p> <p>This reminds me of a story I once read, let me read it to you now.</p> <p>Read the story of The Little Red Hen</p> <p>Shared Reader 15: Up the Tree Phonics Sounds: igh Green Words: sighs night light might sights right tight high Red Words: he his has is are so you the to we go of by her I – ask our Home Book: The Train Set/Phonetically Decodable Book</p>	<p>Whole Class Modelling: The little red hen has corn. The bull is not helping. The little red hen plants the corn. The little red hen must wet the corn.</p> <p>Teacher Led: Writing Time - I feel free in the tree.</p> <p>TA Led: sighs night light might sights right tight high</p> <p>Independent: Tell story using masks and stick puppets.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p>	<p>Review Read GPCs - ch sh th ng ai ee Stretch and Read Quick Erase</p> <p>Teach – igh</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – his, be, me, has</p> <p>Spelling: I, he, she</p>	<p>Fine and gross motor activities <i>Funky Fingers</i> – <i>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 – igh</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT</i> <i>Stage 2 Week 1</i></p>

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<p>Wk 2 26/02</p>	<p>The Little Red Hen Rehearse and perform the story.</p>	<p>Whole Class Modelling: The cat is not helping to wet the corn. The little red hen wets the corn. The hen must cut the corn. The rat is not helping to cut.</p> <p>Teacher Led: Writing Time - The rain foams on the road.</p> <p>TA Led: Spelling Time - toad toadflax soaks oak goat foal coat road coax bloats throat croak foams loaf oat</p> <p>Independent: Tell story using masks and stick puppets.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p>	<p>Review Read GPCs - sh th ng ai ee igh Stretch and Read Quick Erase</p> <p>Teach – oa</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – no, her, so, do</p> <p>Spelling: the, go, to</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 – oa</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT Stage 2 Week 2</i></p>
	<p>Shared Reader 16: Toad in the Rain Phonics Sounds: oa Green Words: toad toadflax soaks oak goat foal coat road coax bloats throat croak foams loaf oat Red Words: the her are by to we he of no she as has – says they Home Book: Up the Tree</p>			
<p>Wk 3 04/03</p>	<p>The Little Red Hen Rehearse and perform the story.</p>	<p>Whole Class Modelling: The little red hen cuts the corn. She must caree the corn. The bull will not help to caree. The hen carees the corn.</p> <p>Teacher Led: Writing Time - Alma ran loops of the pool.</p> <p>TA Led: Spelling Time - mooch food goop drools scoops poop stoops zoom shoots loops pool too soon cool boot boom smoosh swoops hoots</p> <p>Independent: Label the characters.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p>	<p>Review Read GPCs - th ng ai ee igh oa Stretch and Read Quick Erase</p> <p>Teach – oo</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – my, by, ask, our</p> <p>Spelling: you, we, into</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 – oo</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT Stage 2 Week 3</i></p>
	<p>Shared Reader 17: Goal! Phonics Sounds: oo Green Words: mooch food goop drools scoops poop stoops zoom shoots loops pool too soon cool boot boom smoosh swoops hoots Red Words: the to by his she her of I our is no – said was Home Book: Toad in the Rain</p>			

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<p>Wk 4 11/03</p>	<p>The Little Red Hen Rehearse and perform the story.</p> <hr/> <p>Shared Reader 18: The Egg Moon Phonics Sounds: oo Green Words: wool book stood cooking shook good took wooden look brook rooks foot Red Words: her he the his to you said she my do I our we so they was by of is me – put all were Home Book: Goal!</p>	<p>Whole Class Modelling: The hen must grighnd the corn. The cat will not help to grighnd. The hen grighnds the corn. The hen must need the bred.</p> <p>Teacher Led: Writing Time - Yig is a good cook.</p> <p>TA Led: Spelling Time - wool book stood cooking shook good took wooden look brook rooks foot</p> <p>Independent: Play rhyming strings.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p>	<p>Review Read GPCs - ng ai ee igh oa oo Stretch and Read Quick Erase</p> <p>Teach – oo</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – says, they, said, was</p> <p>Spelling: are, and, can</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 – oo</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT</i> <i>Stage 2 Week 4</i></p>
<p>Wk 5 18/03</p>	<p>The Little Red Hen Rehearse and perform the story. Read stories based on farms. Read Pig in the Pond</p> <hr/> <p>Shared Reader 19: Jam Tarts in the Dark Phonics Sounds: ar Green Words: arm barking arch harm jar tarts started star chart Mars dark garden mark Red Words: were of her was no said she to is the his we go they by put you – there like Home Book: The Egg Moon</p>	<p>Whole Class Modelling: The rat is not helping to need. The hen needs the bred. The hen must baik the bred. The bull will not help to baik.</p> <p>Teacher Led: Writing Time - I can see Mars and the stars at night.</p> <p>TA Led: Spelling Time - arm barking arch harm jar tarts started star chart Mars dark garden mark</p> <p>Independent: Practice reading common exception words using the fishing game and spider game.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p>	<p>Review Read GPCs - ai ee igh oa oo oo Stretch and Read Quick Erase</p> <p>Teach – ar</p> <p>Practise/Apply – Say it Fast Break it Down Stretch and Read Write Words with New Grapheme Write Familiar Words</p> <p>HFW – put, all, were, there, like</p> <p>Spelling: recap all words</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 – ar</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT</i> <i>Stage 2 Week 5</i></p>

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<p>Wk 6 25/03</p>	<p>The Little Red Hen Rehearse and perform the story.</p> <p>Read stories based on farms. Read Rosie's Walk.</p>	<p>Whole Class Modelling: The hen bakes the bread. The little red hen can eat the bread. The cat will help to eat the bread. The hen eats the bread.</p> <p>Teacher Led: Writing Time - I will paint the moon and stars.</p> <p>TA Led: Spelling Time - art starts card yarn jar stars part sharp dart larch hard marks</p> <p>Independent: Practice reading common exception words using the fishing game and spider game.</p> <p>Independent: Practise writing red words.</p> <p>ENHANCED PROVISION: * Story telling masks * Story figures on board & wooden figures. * Colouring Sheets. * Playdough Mats. * Sentence writing frames. * Rhyming strings.</p>	<p>Consolidation Read Phonemes – ai ee igh oa oo oo ar Stretch and Read Write Graphemes Stretch and Spell</p> <p>HFW – recap all words</p> <p>Spelling: recap all words</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 – ai ee igh oa oo oo ar</p> <p><i>letter formation in books</i></p> <p><i>Highland Council letter formation movement activities</i></p> <p><i>Griffin OT</i> <i>Stage 2 Week 6</i></p>
	<p>Shared Reader 20: Let's Do Art</p> <p>Phonics Sounds: Consolidation</p> <p>Green Words: art starts card yarn jar stars part sharp dart larch hard marks</p> <p>Red Words: We do asks the is says to her they there are of you has no she be I</p> <p>Home Book: Jam Tarts in the Dark</p>			