



English Medium Term Plan

Year A	Zog	Term:	Autumn 2	Unit:	Fire! Fire!	
Prior Knowledge	Children will already know: <ul style="list-style-type: none"> Sentences start with a capital letter. How to use finger spaces. Sentence end with a full stop. An adjective describes a noun. 			Cross-curricular	<ul style="list-style-type: none"> Character - A person, animal, or figure in a story. Setting - The time and place in which a story occurs. Plot - The sequence of events in a story. Illustration - Pictures in a book that help tell the story. 	
				Key Vocab		
				Essential vocab	<ul style="list-style-type: none"> Adjectives - Words that describe nouns (e.g., happy, fierce, colorful). Synonyms - Words that have similar meanings (e.g., happy - joyful). Verbs - Action words (e.g., roar, fly, jump). 	
Key Learning						
<ul style="list-style-type: none"> Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for their choice. Retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done. 				<ul style="list-style-type: none"> Use question marks. Use capital letters for names of people. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Separate words with finger spaces. Use familiar plots for structuring the opening, middle and end of their stories. 		
Teacher Knowledge	Zog is a fictional story by Julia Donaldson. It follows the repetitive routine of: beginning, build up, problem, resolution, closing for each year if Dragon School. <ul style="list-style-type: none"> Character - A person, animal, or figure in a story. Setting - The time and place in which a story occurs. Plot - The sequence of events in a story. Illustration - Pictures in a book that help tell the story. Adjectives - Words that describe nouns (e.g., happy, fierce, colorful). Synonyms - Words that have similar meanings (e.g., happy - joyful). Verbs - Action words (e.g., roar, fly, jump). Pronouns - are names and start with a capital letter. 			FRUITS	<ul style="list-style-type: none"> Faith: Believing in something special and having hope that things will get better. Relationships: Making friends and caring for others, working together and being part of a team. Uniqueness: Being yourself and celebrating what makes you different from everyone else. Intellect: Learning new things, asking questions, and being curious about the world. Respect: Treating everyone kindly, listening to others, and being polite. Salvation: Finding ways to be better and helping others feel happy and safe. 	



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	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Reading and Responding Year 1-Reading Children will be able to identify the main character in the story.</p> <p>Children will be able to orally compose a question before writing it.</p> <p>Year 2-Reading Activate prior knowledge and raising questions.</p> <p>Children will be able to orally compose a question before writing it.</p>	<p>Reading and Responding Year 1 Children will be able to make predictions based on what they have read.</p> <p>Year 2 Children will be able to make predictions based on what they have read.</p>		<p>Reading and Responding Year 1 Children will be able to discuss the main characters.</p> <p>Year 2 Children will be able to use capital letters for people's names.</p>	<p>Reading and Responding Year 1 Children will be able to respond in role as a character and infer character feelings.</p> <p>Year 2 Children will be able to respond in role as a character and infer character feelings.</p>
	Weekly Grammar Focus	question marks			
Week 2	<p>Reading and Responding Year 1 Children will be able to identify doing words.</p> <p>Year 2 Children will be able to identify verbs and relevant synonyms.</p>	<p>Reading and Responding Year 1 Children will be able to discuss the main characters of the story.</p> <p>Year 2 Children will be able to draw on what they already know or on background information and vocabulary provided by the teacher</p>		<p>Reading and Responding Year 1 Children will be able to discuss the main characters of the story.</p> <p>Year 2</p>	<p>Reading and Analysing Year 1 Identify and discuss the main events in stories.</p> <p>Year 2 Children will be able to sequence the main events of the story.</p>
	Weekly Grammar Focus	verbs			
Week 3	<p>Reading and Analysing Year 1 Use patterns and repetition to support oral retelling.</p> <p>Year 2 Children will become increasingly familiar with and able to retel a wider range of stories.</p>	<p>Planning and Gathering Content Year 1 Children will be able to identify key features used by the author.</p> <p>Year 2</p>		<p>Planning and Gathering Content Year 1 Children will be able to innovate their own character and infer their feelings.</p> <p>Year 2</p>	<p>Modelled and Shared Write Year 1 Use patterns and repetition to support oral retelling.</p> <ul style="list-style-type: none"> ▪ Say, and hold in memory whilst writing, simple sentences which make sense.



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					Year 2 <ul style="list-style-type: none"> Say, write and punctuate simple sentences.
	3 days Grammar Focus	adjectives		Editing Focus full stops	Editing Focus finger spaces
Week 4	Modelled and Shared Write Year 1 Use patterns and repetition to support oral retelling. <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Year 2 <ul style="list-style-type: none"> Say, write and punctuate simple sentences. 	Modelled and Shared Write Year 1 Use patterns and repetition to support oral retelling. <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Year 2 <ul style="list-style-type: none"> Say, write and punctuate simple sentences. 		Independent Write Year 1 Use patterns and repetition to support oral retelling. <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Year 2 <ul style="list-style-type: none"> Say, write and punctuate simple sentences. 	Independent Write Year 1 Use patterns and repetition to support oral retelling. <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Year 2 <ul style="list-style-type: none"> Say, write and punctuate simple sentences.
	Editing Focus capital letters	Editing Focus full stops, finger spaces, capital letters	Editing Focus full stops, finger spaces, capital letters		

Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Reading and responding	To ask questions to find more information.	<p>Pupils will express curiosity about the contents of the mystery bag and book.</p> <p>Pupils will be able to use the "question hand" to generate a variety of questions.</p> <p>Pupils will observe and practice writing questions, including proper punctuation.</p>	<p>In the middle of the room have a bag/box with a label for the class (Elm/Oak/Poplar) with a wrapped-up book next to it with a lock on it and a bunch of keys. On the label have a note that says "What could I be? Questions are the key! Here's a bag of clues to help you choose!"</p> <p>Exclaim "a bag of clues!" Ask the children what might be in the bag. Point out that what is on your question hand. To get the gift we need questions! Explain that we can use the question hand to be detectives and find out what is in the gift.</p> <p>Ensure every child has a question hand.</p> <p>Model using what using the question hand. "What is in the bag?" Ask the children to find what on the question</p>	<p>Children to use their question hands to write questions about the Zog puppet, using question words and question marks correctly.</p>	<p>Multi sensory approaches- use of puppets.</p> <p>Oral rehearsal- to practice and experience sentence structure.</p> <p>Question hands as a visual aid.</p>



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		<p>Pupils will share their questions with the class, fostering a sense of community and collaboration.</p> <p>Pupils will recognize the value of asking questions as a key part of learning and discovery.</p>	<p>hand. Orally rehearse the question “What is in the bag?” while pointing at what.</p> <p>Slowly, reveal the first puppet (Princess). Model asking who is it? Read through the question hand and pause on who. Ask the children to point at who on their question hand. Orally rehearse the question. Write the question on the board modelling who in a different colour. Prompt the children for the punctuation that is needed. Model drawing this in the air together. Add it to your question using a different colour.</p> <p>Look at the question hand again. Choose what as a prompt, getting them to point at the word on their hand. Ask the children to look at the puppet closely. Who can think of a question beginning with what? Use talk partners to encourage discussion.</p> <p>Ask a couple of children for a response, then model writing the question on the board using the different colours (matching before) for question words and question marks. Examples may include: What does she have on her head? What does she do?</p> <p>Follow the same pattern (question hand prompt, examples from the children, model writing on board) for why, when, where, how.</p> <p>Reveal Zog puppet (not his name!).</p> <p>In talk partners, come up with and feedback, questions we could ask.</p> <p>After the children have written their questions, come back together to feedback the questions they have written. Ask one of the children to whisper a question to the key to see if it will work. If a question is said, unlock the lock and ask one of the children to open the book we will be reading.</p> <p>Tell the children they will have to wait until next time to hear the story!</p>		
Reading and responding	To make predictions based on what we have read.	<p>Pupils will recall previous activities.</p> <p>Pupils will identify and recall question words and understand what punctuation is used for question.</p>	<p>Have the keys, lock, book and bag of puppets together as the children walk in.</p> <p>Ask the children, using your question hand, “what happened last lesson?” Use talk partners and take responses. Ask who can remember what our question words were. Ask what punctuation shows a sentence is a question sentence.</p>	Children to orally rehearse sentences to form a prediction using the sentence stem, I think...	<p>Sentence stem- I think...</p> <p>Echo reading to allow all children to access the text.</p>



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		<p>Pupils will practice reading skills by sounding out words and reading together.</p> <p>Pupils will develop their ability to make predictions about story events based on context.</p> <p>Pupils will reflect on their predictions compared to the actual story events, enhancing comprehension skills.</p>	<p>Look at the front cover and the title of the book. Sound out Zog. Excitedly, ask who Zog might be. Shall we read a little bit and see if we can find out.</p> <p>Read up to Zog sets his tail alight using the book, pausing and sounding out any trickier vocabulary.</p> <p>Pause for a moment. Wonder aloud, if this was bigger, we could read it together. Click the PowerPoint version of the story.</p> <p>Read the first page again and have the children echo read back, pointing to the words as they read them. Then read together. Moving to the next page and repeating the pattern.</p> <p>After the first disaster, ask the children what they think might happen next. What do they predict will happen?</p> <p>Use talk partners to discuss and feedback. Model orally rehearsing their responses as full sentences.</p> <p>As reading continues, pause and reflect on what the children thought vs what happened in the story.</p> <p>Read until Zog sets his tail alight. Pause and ask what the children predict might happen. Use talk partners to discuss, modelling orally rehearsing with full sentences. Record the sentence on the board. Ensure you have rehearsed the sentence more than once and use the grow the code chart for spelling. Use the sentence starter, I think...</p> <p>After the children have written their predictions, come back together to see if they are correct. (Stop when Zog Zigzags through the blue!)</p>		
Reading and responding	To discuss the main characters.	<p>Pupils will practice segmenting and blending tricky words during the reading, enhancing their decoding skills.</p> <p>Pupils will identify and name characters in the story, improving their comprehension and recall.</p> <p>Pupils will recognize patterns in character names and discuss the significance of the initial letters.</p>	<p>On the screen have an animated image of the dragons waving to the children (see resources)</p> <p>Exclaim excitedly how you cannot wait to read the rest of the story.</p> <p>Shared read the rest of the story. Modelling segmenting and blending trickier words and using expression and intonation.</p> <p>Ask the children what characters have names in the story. What do we notice about the names of characters? What do they all start with?</p> <p>Model writing the names on the board – Madam Dragon, Zog, Gadabout the Great, Princess Pearl</p> <p>Refer back to the animated picture on the board. “I wonder what their names might be!”</p> <p>Use talk partners to discuss what they might be called.</p> <p>Model writing the names as labels on the picture.</p>	Children to label the dragons with names, using capital letters at the start.	<p>Little Wandle Grow the Code chart-suitable for the phonics stage of the child.</p> <p>Large version of the text so all children can see and access the text.</p>



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		<p>Pupils will practice writing by labeling the animated picture with the names they create, reinforcing spelling and handwriting skills.</p>			
Reading and responding	To respond in role as a character and infer character feelings.	<p>Pupils will identify and express emotions that Zog might feel during his failures and successes.</p> <p>Pupils will practice asking detailed and effective questions to explore feelings, using prompts like "How did you feel when...?"</p> <p>Pupils will expand their emotional vocabulary by collecting and using adjectives to describe Zog's feelings (e.g., sad, joyful, elated)</p> <p>Pupils will learn how to construct descriptive sentences based on emotional vocabulary, practicing proper sentence structure.</p>	<p>Have a clip of Zog on the board at one of his failures. Remind the children of how we ask questions and how we do it. Ask the children how Zog might be feeling when he doesn't succeed. What questions might we ask to find out how he feels?</p> <p>Start with the basic question – "How did you feel when...?"</p> <p>Encourage children to be more detailed when asking questions. "After you hit the tree, how did your nose feel?"</p> <p>Use the magic microphones to interview Zog in pairs. Encourage the children to expand on their answers. When a good adjective is used, bring the class back together and add it to our class glossary.</p> <p>Sad, miserable, upset, downcast, crestfallen, hurt, wounded etc.</p> <p>Using the microphones, rehearse a sentence using one of the adjectives above to describe how Zog feels. Model filling out the "How did Zog feel when he hurt his nose?" section.</p> <p>After the children have filled this section out, repeat the same process – magic microphones, vocabulary collection, sentence writing – for "How did Zog feel when he succeeded?"</p> <p>Cheerful, happy, elated, joyful, delighted, satisfied, cheery. Encourage the children to write a more independent sentence.</p>	<p>Children to use collected vocabulary to infer how Zog is feeling when he fails and succeeds using the character profile.</p>	<p>Visuals- emotion pictures using widget symbols.</p> <p>Adjective word bank - feelings</p> <p>Large question prompts- "How did you feel when...?" " How did you feel when you succeeded?"</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics stage of the child.</p>
Reading and responding	To identify verbs and relevant synonyms.	<p>Pupils will define what a verb is, recognizing it as an action word that describes what someone is doing.</p> <p>Pupils will identify verbs in context while reading a book, improving their</p>	<p>As the children enter, participate in the brain break song- Learn About Verbs With This Catchy English Grammar Song For Kids (youtube.com). Ask the children what a verb is. Tell the children that today we are going to be learning about verbs. Verbs tell us the action that is being taken – a doing word. Play a version of Simon says. When a verb is said, the children are to complete the action, when an adjective or noun is said, children are to freeze. Verbs- wave, jump, hop, smile, cry, brush, rub, wiggle etc.</p>	<p>Children to highlight the verbs from the text.</p>	<p>Verbs on flashcards to give a visual, word and action.</p> <p>Multisensory approaches- Simon says- children to associate the action with the verb.</p>



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		<p>comprehension and ability to spot action words.</p> <p>Pupils will contribute to a class glossary of verbs, expanding their vocabulary and reinforcing their understanding of action words.</p>	<p>Read the pages from the book a picture at a time. Together, identify the verbs and highlight them. On the second page, have the children identify the verbs on their own as the adult reads. Add the verbs to the class glossary.</p>		
Reading and Analysing	To identify a main characters qualities.	<p>Pupils will identify and use adjectives to describe the appearance of characters, enhancing their descriptive vocabulary.</p> <p>Pupils will learn synonyms for adjectives to enrich their language and expression.</p> <p>Pupils will explore the concept of character traits, distinguishing between external appearances and internal qualities.</p> <p>Pupils will practice oral language skills by modeling sentences about Zog, using varied sentence starters and structures.</p>	<p>As the children walk in, have the puppet dragons hidden around the classroom. Have the children hunt for the puppets. As each one is found discuss their appearance. Note down any adjectives to our vocabulary bank. Remind the children that these are adjectives because they describe a noun.</p> <p>After the first few, focus on Zog. Ask the children for adjectives and extend their vocabulary with synonyms, recording them on the role on the wall outsides. Once the children have given as many adjectives as they can, ask them – Do adjectives only describe what a character looks like? Pose the question – How can we describe his character? What is he like on the inside? Remind the children of My Happy Mind character traits. What are Zog’s character traits? Record these on the inside of the role on the wall.</p> <p>Using the magic microphones, model rehearsing the sentences using vocabulary from our role on the wall or glossary. Ensure this is on paper you can keep for the next lesson. Vary sentence starters and structure for interest. Once modelled, read to check for sense, then re-read to for memory. Echo read a sentence at a time. Children to then have a go at writing their own description using the vocabulary.</p>	Children to write a detailed description of Zog using the model as a guide.	<p>Adjectives on word cards- visual and word.</p> <p>Zog adjective mat with images to help the children to use ambitious vocabulary correctly.</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics stage of the child.</p> <p>Examples of interesting sentence starters.</p>
Reading and Analysing	To discuss the main characters of the story.	<p>Pupils will define what a description is and recognize its purpose in writing.</p> <p>Pupils will identify and use adjectives to describe the princess’s appearance and character traits.</p>	<p>Have the Princess sat on the whiteboard. Ask the children who this character is. Show the children a note attached to her that asks them to write a description of the princess for a local newspaper. Ask what a description is. Remind the children of the description we wrote together about Zog. Read it together to remind ourselves of the structure of a description. Say “I wonder what types of words I could use to describe her” Take feedback from the class (adjectives).</p>	Children to write a short, independent, description of the princess.	<p>Adjectives on word cards- visual and word.</p> <p>Zog adjective mat with images to help the children to use ambitious vocabulary correctly.</p>



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		<p>Pupils will practice constructing descriptive sentences using appropriate vocabulary, ensuring clarity and coherence.</p> <p>Pupils will write their own descriptions of the princess, applying the vocabulary and structure discussed in class.</p>	<p>Using talk partners, have the children discuss and describe the appearance of the princess. Take feedback and record these on the outside of our class role on the wall.</p> <p>Now, ask the children for adjectives that describe the princesses character traits. Record these and any synonyms on the inside of the role on the wall.</p> <p>Using magic microphones, have the children rehearse their first sentence.</p> <p>Take feedback of sentence examples, repeating them back to ensure they make sense.</p> <p>Children to write their own description.</p>		<p>Little Wandle Grow the Code Chart- suitable for the phonics stage of the child.</p> <p>Examples of interesting sentence starters.</p> <p>Magic Microphones- visual aid for My turn, Your turn. Aids the memory of the sentence.</p>
Gathering content	To identify and discuss the main events in stories.	<p>Pupils will identify the key events of a story and recognize the importance of sequencing.</p> <p>Pupils will practice retelling the story in their own words, using visual prompts to support their recall.</p> <p>Pupils will interpret images to infer meaning and context, enhancing their ability to analyze visual narratives.</p> <p>Pupils will actively engage with the story through a hands-on activity, fostering a love for reading and storytelling.</p>	<p>Together read the story. Have an adult rush in with a large envelope, addressed to the children. Ask: "I wonder who this is from?" As you open the envelope, have the images scatter on the floor. Read the note:</p> <p>Help!</p> <p>My story fell apart! I can't remember the order! I know you know the story, please help!</p> <p>Have individual piles of pre-cut images for the children to order. As the children order the images, have them retell the story. What's happening in the picture?</p> <p>Place the images in order together. As a class, tell the story a picture at a time.</p>	Children to sequence images from the book.	<p>Visual aids- images from the story.</p> <p>Adult to guide and question, deepening the childrens understanding of the text.</p>
Gathering content	To use patterns and repetition to support oral retelling.	<p>Pupils will recognize and articulate the sequence of events in the story.</p> <p>Pupils will use tone, volume, and actions to convey meaning and</p>	<p>Have the sequenced story ready on the board when the children come in.</p> <p>Ask the children to tell the story to their partner using the sequence.</p> <p>Tell the children they are going to perform the story to the rest of the class. Put the children into groups of 4.</p> <p>Madame Dragon Zog</p>	Children to get into role and perform as a character.	<p>Visuals- sequenced story as a prompt.</p> <p>Group discussion and role play to deepen the childrens knowledge and understanding of the text.</p>



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		<p>emotion in their performances.</p> <p>Pupils will actively listen to their peers' performances, fostering respect and engagement within the classroom.</p>	<p>Princess Pearl</p> <p>Person in distress</p> <p>Give each group a different part of the story to act out in an envelope.</p> <p>As the children practice- notice and praise use of tone, volume and actions.</p> <p>Have the children practice the story and then perform to the class.</p>		<p>Adult to model the use of tone, volume and expression as they circulate the room.</p>
Planning	To innovate our own character and infer their feelings.	<p>Pupils will create an original dragon character, demonstrating creativity and imagination.</p> <p>Pupils will use adjectives to describe the physical appearance of their dragon, enhancing their vocabulary.</p> <p>Pupils will write detailed sentences to describe their dragon's appearance, practicing sentence structure and coherence.</p> <p>Pupils will practice reading aloud their descriptions, building confidence in public speaking and fluency.</p> <p>Pupils will incorporate new vocabulary related to character traits and descriptions into their writing.</p>	<p>As the children walk in have a clip of dragons playing on the screen.</p> <p>Go through the story sequence from previous lessons. Ask the children if they think they could create a character like Zog.</p> <p>Look back at the description of Zog. Using talk partners, ask the children to describe what their dragon might look like. Feedback and record adjectives that might describe their character.</p> <p>Send the children to draw and name their dragon in the time limit of five minutes.</p> <p>Come back together, using your model, write sentences to describe the outside of the dragon.</p> <p>"Dolly has two long wings and has pink skin. She has a white, scaly tummy and long, sharp claws. Dolly has pretty blue eyes and a tiny, tuft of hair on her head."</p> <p>Practice reading the model using echo reading and then together.</p> <p>Children to write the character description part of their character profile.</p> <p>Come back together and ask the children what character traits their dragon might have. Refer back to our glossary and use talk partners to discuss. Feedback, recording any new vocabulary.</p> <p>Model writing a character traits description.</p> <p>"Dolly is very kind and is a hard worker. She can be disheartened when things don't go right but she perseveres until she succeeds. Dolly is a good team worker and loves to work with Princess Pearl."</p> <p>Echo read and reread together. Children to complete the Character traits section of their character profile.</p>	<p>Children to create a character profile of their new dragon.</p>	<p>Visuals- large, modelled role on the wall for Zog.</p> <p>Adults to question and further deepen the childrens knowledge and understanding of Zog, his characteristics and character traits.</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics level of each child.</p> <p>Adjective word bank with visual aids.</p>
Planning	To identify key features used by the author.	Pupils will create and innovate a dragon character, demonstrating	<p>Read the first part of the story until after the first problem.</p> <p>Ask the children "How does Zog feel now?" Use talk</p>	Children to create whole class story sequence and orally rehearse the story.	Verb word bank with visual aids.



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		<p>creativity and personal expression.</p> <p>Pupils will understand and utilize the components of a story (beginning, build-up, dilemma, resolution, closing) through structured writing.</p> <p>Pupils will use verbs and adjectives effectively to describe actions and emotions.</p> <p>Pupils will learn through modeled writing, practicing sentence structure and coherence.</p>	<p>partners to discuss Zog's feelings after he has not succeeded. Record these on the board.</p> <p>Remind the children that they are going to be writing a part of the story using their innovated character.</p> <p>Say "I wonder what Dolly will be learning in Dragon school?"</p> <p>Using a story mountain- model writing what Dolly was learning and what happened.</p> <p>E.g. "Dolly tried to roar in Dragon School but she was not loud or scary."</p> <p>Children to write one sentence in the "beginning box."</p> <p>Come back together. Pose the question- "What happens after dragon school?" "What verbs could we use to describe how she moves through the woods?" What adjectives could we use to describe how she might be feeling?"</p> <p>Record any vocabulary on the board.</p> <p>Model writing the build-up to the dilemma e.g. "Dolly plodded through the woods feeling sorry for herself and practicing her roar. She discovers her loud roar and uses it to scare lots of animals"</p> <p>Come back together and discuss the dilemma. "Who or what might she see?" Record any ideas on the board.</p> <p>Model writing the dilemma.</p> <p>"Dolly is elated that she can roar. She leaps out in front of a carriage and tries to roar again but her roar has disappeared."</p> <p>Come back together to discuss the resolution.</p> <p>"What happens next?" "How did Princess Pearl help?"</p> <p>Model writing the resolution e.g. "Princess Pearl offers Dolly a mint to suck on which makes Dolly feel better. She says "what a good idea""</p> <p>Come back together. Ask the children what the final section is called, pointing to the title of the box. Ask the children which phrase Julia Donaldson ends each section with. To prompt them, say "up and off he..." pausing to let the children finish. (up and off he flew. He zigzagged through the blue)</p> <p>Model writing the closing.</p> <p>e.g. "Dolly was relieved. Then up and off she flew. She zigzagged through the blue."</p>		<p>Adjective word bank with visual aids.</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics level of each child.</p> <p>Modelled Story Mountain.</p>



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Planning	Use patterns and repetition to support oral retelling.	<p>Pupils will learn how to add detail to their sentences to improve storytelling, including setting descriptions, character feelings, adjectives, and action.</p> <p>Pupils will engage in discussions about the importance of detail in writing, promoting critical thinking and verbal expression.</p> <p>Pupils will observe modeling of detailed sentence construction and practice enhancing their own sentences.</p> <p>Pupils will reinforce their understanding of the narrative structure through the use of a story mountain, identifying key sections of a story.</p> <p>Pupils will practice reading and rehearsing enhanced sentences to improve their fluency and confidence in storytelling.</p> <p>Pupils will improve their reading fluency through choral reading of enhanced sentences, promoting confidence in oral storytelling.</p>	<p>Look at the class story mountain that we made in the previous lesson. Choral read each section together. Ask the children “When we write a story, do we leave the sentences like that, or do we add more detail?” “How could we add more detail?”</p> <ul style="list-style-type: none"> - Add setting description. - Write about a characters feelings. - Add adjectives to describe a noun. - Write about a characters movement. <p>Say, “I know! I’m going to draw what I want each sentence to say. That way I will remember to add the detail! Can you help me?”</p> <p>Look at the beginning of our story mountain. “Dolly tried to roar in Dragon School but she was not loud or scary.”</p> <p>Work through the sentence map for each section (see map model and translation for the images and sentences.)</p> <p>Model reading through the sentences and rehearsing the sentence structure.</p> <p>Rehearse the story from beginning to end.</p>	Children to create their own story sequence.	<p>Visuals- images to represent each part of the story.</p> <p>Repetition- children to repeat the sentences multiple times, learning their stories off by heart.</p> <p>Adjective word bank with visuals. Verb word bank with visuals.</p>
Modelled Write	Orally compose every sentence before writing.	Pupils will identify and articulate the beginning of	As the children walk in, act excited about writing the stories. Let’s remind ourselves of what we are writing. Orally rehearse the beginning of the story using our	Shared write – Children to write the beginning of their story.	Adjective word bank with visuals. Verb word bank with visuals.



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		<p>a story, focusing on setting and character introduction.</p> <p>Pupils will practice orally rehearsing sentences to enhance fluency and confidence in their writing.</p> <p>Pupils will demonstrate proper use of capital letters, finger spaces, and full stops in their writing..</p> <p>Pupils will utilize a glossary to assist with spelling and vocabulary, enhancing their word choice.</p> <p>Pupils will apply their sentence maps to compose their own story beginnings, showing comprehension of the structure.</p>	<p>sentence maps. Model writing the paragraph using the sentence structure, ensuring capital letters, finger spaces and full stops are emphasised. Modelling using the grow the code and glossary for spellings.</p> <p>Children to write their beginning using their sentence maps.</p> <p>“In first year of Dragon School the dragons learnt to roar. Dolly thought she had a brilliant roar but when she roared she was very quiet. Unfortunately, she didn’t win the golden star because her roar was not scary.”</p>		<p>Sentence story map for each individual, with rehearsal.</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics level of the child.</p> <p>Adult support for oral rehearsal for those who require it.</p>
<p>Modelled Write</p>	<p>Use familiar plots for structuring the opening, middle and end of their stories.</p>	<p>Pupils will identify and describe the character’s emotions and challenges in the build-up of their stories.</p> <p>Pupils will practice orally rehearsing sentences to improve fluency and confidence in storytelling.</p> <p>Pupils will demonstrate correct use of capital letters, finger spaces, and full stops in their writing.</p> <p>Pupils will reference and apply vocabulary from the</p>	<p>Orally rehearse the build up. Model writing in full sentences, using the grow the codes and glossary for spellings, ensuring capital letters, finger spaces and full stops are emphasised.</p> <p>Children to write the build-up of their stories using their sentence maps.</p> <p>“Dolly plodded through the woods feeling rather upset. Undeterred, Dolly practiced her roar her roar. Finally, after lots of practice Dolly found her roar. Dolly was so excited that she roared at anything and everything. She scared them all away.”</p>	<p>Shared write- Children to write the build up of their stories.</p>	<p>Adjective word bank with visuals.</p> <p>Verb word bank with visuals.</p> <p>Sentence story map for each individual, with rehearsal.</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics level of the child.</p> <p>Adult support for oral rehearsal for those who require it.</p>



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		glossary to enhance their writing and spelling.			
Independent writing	Orally compose every sentence before writing.	<p>Pupils will articulate the central problem or conflict in their stories, enhancing their understanding of story structure.</p> <p>Pupils will demonstrate correct use of capital letters, finger spaces, and full stops in their writing.</p> <p>Pupils will use their glossaries and Grow the Code for correct spelling and vocabulary</p> <p>Pupils will construct coherent sentences that effectively convey the problem their character faces.</p>	<p>Orally rehearse, the problem together. Remind the children to use their grow the code and glossaries for spelling. Together, recall that sentences need capital letters, full stops and finger spaces.</p> <p>“Suddenly, a carriage rolled past. Dolly leapt out of the woods and stopped the carriage. Dolly roared but her roar was silent. The knights charged towards Dolly. Terrified, she flew up and away.”</p>	Independent write- Children to write the problem of their stories.	<p>Adjective word bank with visuals.</p> <p>Verb word bank with visuals.</p> <p>Sentence story map for each individual, with rehearsal.</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics level of the child.</p> <p>Adult support for oral rehearsal for those who require it.</p>
Independent writing	Use familiar plots for structuring the opening, middle and end of their stories.	<p>Pupils will identify and articulate how the problem in their story is resolved, reinforcing narrative structure.</p> <p>Pupils will demonstrate correct use of capital letters, full stops, and finger spaces in their writing.</p> <p>Pupils will create coherent sentences that effectively convey the resolution and closing of their stories.</p> <p>Pupils will utilize their glossaries and Grow the</p>	<p>Orally rehearse the resolution and the closing. Remind the children to use their grow the codes and their glossaries.</p> <p>Children to write their resolution and closing. Together, recall that sentences need capital letters, full stops and finger spaces.</p> <p>“Dolly was devastated. She hid behind a tree feeling rather upset. As Dolly was crying, Princess Pearl crept around the corner. She kindly offered Dolly a mint to suck. Dolly started to roar. Relieved and grateful, Dolly leapt up and hugged Princess Pearl.”</p> <p>“Up and off Dolly flew. She zigzagged through the blue.”</p>	Independent write – Children to write the resolution and ending of their stories.	<p>Adjective word bank with visuals.</p> <p>Verb word bank with visuals.</p> <p>Sentence story map for each individual, with rehearsal.</p> <p>Little Wandle Grow the Code Chart- suitable for the phonics level of the child.</p> <p>Adult support for oral rehearsal for those who require it.</p>



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		<i>Code to ensure correct spelling and enhance their writing.</i>			