



English Medium Term Plan

Year A	Pigs, Possums, Penguins	Term:	Spring 1	Unit:	Non-Chronological Reports- Information Texts
Prior Knowledge	<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. • That questions often start with wh words and end with a question mark • That non-fiction books are about real life • Fiction is about imagination 			Cross-curricular	<p>Geography: Learning about continents and using maps and globes to support Eddie’s travels. <i>Example:</i> Students locate Antarctica on a map to help Eddie navigate.</p> <p>Science: Studying animals, habitats, and adaptations, particularly penguins and Antarctic wildlife. <i>Example:</i> Discussing how penguins are adapted to cold climates.</p> <p>ICT: Using digital resources (e-books) to gather information. <i>Example:</i> Reading a digital e-book about penguins to find interesting facts.</p> <p>PSHE: Promoting collaboration, respect, and problem-solving through group work. <i>Example:</i> Working in pairs to sort non-fiction books into categories (fiction vs. non-fiction).</p>
				Key Vocab	<p>Non-Fiction: Writing based on facts and real life. Information text: A piece of non-fiction writing that informs the reader about a topic. Fact file: A piece of non-fiction writing that gives the reader information about a particular subject. Contents page: A list, usually found at the start of the book or report, that outlines the information included in the text. This list breaks the book down into sections and helps the reader to navigate the book and find specific content. Title: This tells the reader what the text is about. Glossary: A list of words and their meanings often found at the end of the book or report. Subtitle /subheading: Additional titles throughout the text that tell you what each paragraph or section is about. Paragraph: A group of sentences that are written about the same idea. Paragraphs help to organise information. Caption: A brief description or explanation written alongside an image. Label: A word or short phrase to describe or name and image.</p>
Key Learning					
Reading			Writing		
<ul style="list-style-type: none"> ▪ Recall specific information in texts. 			<ul style="list-style-type: none"> ▪ Writing 		



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<ul style="list-style-type: none"> ▪ Introduce and discuss key vocabulary. ▪ Activate prior knowledge e.g. <i>what do you know about this animal?</i> ▪ Explain clearly their understanding of what is read to them. ▪ Demonstrate understanding of texts by answering questions related to <i>who, what, where, when and why.</i> ▪ being introduced to non-fiction books that are structured in different ways ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ answering and asking questions ▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> ▪ Write simple sentences that can be read by themselves and others. ▪ Use simple connectives to link ideas e.g. <i>and.</i> ▪ Identify and use question marks. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Write information texts with simple text type features. <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary ▪ encapsulating what they want to say, sentence by sentence 		
<p>Teacher Knowledge</p>	<p>Teachers must have a full understanding of the key features of the text types covered. These are identified above and definitions provided.</p> <p>Fiction vs. Non-fiction: Teachers need to explain the difference between fiction and non-fiction, focusing on how non-fiction provides factual information.</p> <p>Features of Information Texts: Teachers should be familiar with non-fiction text features such as, titles, contents pages, subheadings, images, and labels to help children locate, retrieve and organise information.</p> <p>Questioning Techniques: Teachers should model how to ask relevant questions to guide children's inquiry and understanding, using <i>who, what, where, when, why, and how.</i></p> <p>Using Text Features to Find Information: Teachers should demonstrate how to use key features such as, the contents page and subheadings to locate specific information in books.</p> <p>Collaborative Work: Teachers should facilitate cooperative learning, ensuring that students collaborate, listen, and contribute in paired or group activities.</p> <p>Phonics and Writing: Teachers must support students with phonics and writing skills, ensuring correct spelling, punctuation and sentence structure.</p>	<p>FRUITS</p>	<p>Relationships: Foster collaboration and respect through partner work and group discussions. Example: "As you work with your partner, think about how you can help each other and listen carefully to each other's thoughts and ideas."</p> <p>Intellect: Promote critical thinking as students analyse texts and extract facts. Example: "Let's use everything we have learned to find the best sources of information in our books."</p> <p>Uniqueness: Celebrate individual choices when selecting penguins and share unique facts. Example: "Each of you has chosen a different penguin to research because every penguin has its own unique features."</p> <p>Salvation: Highlight how sharing knowledge helps others understand and learn. Example: "By writing your information books, you're helping other students understand more about penguins and Antarctica." "By checking the explorers fact file, we have helped him identify features he can include next time."</p> <p>Within every lesson across the curriculum we aim to create a safe and emotionally secure environment where mistakes (teachers own and children's) are seen as learning opportunities.</p>



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	<p>Multisensory Learning: Teachers should use multisensory approaches like visuals, interactive activities, and real-life objects to engage all learners.</p>		
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	Monday	Tuesday	Thursday	Friday
Week 1	<p>Reading and Responding</p> <p>Creating interest</p> <p>LO: To ask questions to find more information.</p>	<p>Reading and Responding</p> <p>LO: To know the difference between fiction and non-fiction texts.</p>	<p>Reading and Responding</p> <p>LO: Identify features of an information text.</p>	<p>Reading and Responding</p> <p>LO: Use features of an information text to retrieve information.</p>
<p>Weekly Grammar Focus Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>				
Week 2	<p>Reading and Responding</p> <p>LO: To independently use features of an information text to retrieve information.</p>	<p>Reading and Analysing</p> <p>LO: Understand the structure of an information text.</p>	<p>Reading and Analysing</p> <p>LO: Understand the structure of an information text.</p>	<p>Planning and Gathering Content</p> <p>LO: Create a plan of the information and vocabulary you will use in your writing.</p>
<p>Weekly Grammar Focus Use of commas to separate items in a list</p>				
Week 3	<p>Planning and Gathering Content</p> <p>LO: Gather content and plan your writing with the reader in mind.</p>	<p>Modelled and Shared Write</p> <p>LO: Use a title, subtitle, image and labels in your writing.</p>	<p>Modelled and Shared Write</p> <p>LO: Use sub-titles and paragraphs to organise your work.</p>	<p>Independent Write</p> <p>LO: Use pre-learned key text features in your independent writing.</p>
<p>Weekly Grammar Focus Noun, adjective, verb</p>				



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Week 4	Independent write	Editing and finalising Numbering pages and creating a working contents page.	Editing and finalising Glossary	Sharing our completed books with another class in another key stage. Leave photocopies in our whole school reading area.
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Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Creating Interest	To ask questions to find more information.	<p>Explore the exciting parcel that has arrived and together, decide who this may be from.</p> <p>Use the 'question hand' to generate possible questions.</p> <p>Share possible questions with your partner and then (if you wish to) the class.</p> <p>Use your phonics to write down your question (use grow the code to help) and include:</p> <ul style="list-style-type: none"> ■ a capital letter ■ spaces between words ■ punctuate with a question mark. 	<p>An exciting parcel arrives in class, who could it be from? Where could it have come from? Shall we open it? Peep inside to find a variety of interesting items. These include a globe, a world map, some binoculars, a camera and an information book, entitled 'What's Where in the World?'. Who could this parcel be from? Discuss each item as they are revealed one at a time. Now focus on the information book.</p> <p>Is this book a fictional story book like Zog (which we read last half term)? No, does it start with once upon a time...? No. This is a non-fiction book. This is a text that is about facts and real-life events.</p> <p>This nonfiction book provides us with information. This is why it is often called an information text. Explain that you can find information books about so many different topics. Show some examples from our book shelves. These books may include: Oceans, Mini-beasts, African animals, Burnley football club.</p> <p>Return our focus to the information book sent to us in our mystery parcel. How do we know what this book is giving us information about? Is it about Zoo animals? No! How do we know? The title of the book tells the reader what it is about. Look at the title and the images on the front cover. This book is all about our world.</p> <p>Whilst exploring the book, notice a letter peeping out from one of the pages. Pull it out and show that it is addressed to our class.</p>	<p>Using the question hand, ask the explorer relevant questions? Write these down and punctuate with a question mark.</p>	<p>Exciting lesson starter and hook into the English topic. Thematic approaches used to create interest and motivation for learning- this hook will likely help to engage all learners but particularly those with attentional needs.</p> <p>Multi-sensory approaches used throughout,</p> <p>Larger- scale visuals used on IWB</p> <p>Exploration of real life resources.</p> <p>Visuals on table top- Grow the code mats available for all children. And question hands.</p>



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			<p>Open the letter and read aloud. The letter introduces Eddie, his job and his plans to travel around the world over the next few weeks, visiting different continents. He would like to send them information about each new place he visits. The letter goes on to set the children today's task, asking them if there is anything they would like to ask him. He has sent the question hand to help us!</p> <p>Discuss asking relevant questions about him and his job. Children talk with their partners about what sort of questions they would like to ask Eddie using the question words.</p> <p>Share together and model how to write this on the board. What punctuation do we need to include? Yes, a question mark. Model writing a question on the board.</p>		
Reading and Responding	Know the difference between fiction and non-fiction texts.	<p>Select a book from the box.</p> <p>Look at the checklist of features of an information book.</p> <p>Does the book have any of these features?</p> <p>Share your thoughts with your talk partner.</p> <p>Decide if the book is none fiction or fiction and pop it in the correct category/basket.</p>	<p>Over the next few weeks we will be learning about information texts. Remember that an information text is a type of non-fiction text. A text that is about facts and real-life events. Together watch this short video to remind ourselves of the difference between fiction and non-fiction books. Finding information in non-fiction texts - English - Learning with BBC Bitesize</p> <p>We are learning all about information books. We have a range of information texts in our classroom. They all give the reader information about a different subject. Show a variety of books available for the children to read and explore. Explain that you can find information books about almost any subject. For example, if I wanted to learn more about mini-beasts, I could go to the library and take out an information book about mini-beasts, if I wanted to learn about trains, I could get an information book all about trains. etc...All information texts have a similar format. Show the PowerPoint which shows the difference between fiction and non-fiction. (please find in week one resources).</p> <p>Then look at the information book checklist- this includes a contents page.</p>	<p>There is a pile of books which are all mixed up, some are fiction and some nonfiction information books. Using the features checklist, can the children sort the books into two categories, fiction and none fiction?</p>	<p>Multisensory lesson input- Videos used to embed knowledge, larger scale meaningful visuals used.</p> <p>Children physically explore the books and sort them.</p>



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Reading and Responding	Identify features of an information text.	<ol style="list-style-type: none"> 1. Look at the first feature (part) on your checklist. This says 'title.' 2. Together with your partner, read through the fact file and find the page title. 3. Label the title and tick it off on the check list. <p>Repeat steps 1, 2 and 3 for each feature on the checklist.</p>	<p>Eddie is so grateful for the maps the children have labelled for him (during our geography unit). Because of their hard work, he was able to follow the map and he has now arrived safely in Australia. He says it is amazing here and wants to share everything he has found out about this wonderful place. Eddie has created an information fact file about Australia for us but he wants our help to check that it's correct and he has included all of the features. Explain that a fact file is very often one page and not a whole book and so there will not be a contents page. Ask the children, if there is no contents page, how might they use other features to find information easily? We can use the sub-titles. Go through the checklist which consists of: Title, sub-title, introduction, paragraphs, pictures or photographs, labels. Recap and define each text feature again. Use the fact file features check list and read the fact file together, checking features off as we come across them.</p>	<p>Children have a copy of the fact file and a selection of pre-cut out labels (each of the features of the text) Children to tick off each feature on their checklist as they identify and label them.</p>	<p>Larger scale visuals used on IWB.</p> <p>Interactive activity: Talk partners and group discussions.</p> <p>Pre-cut our labels that children physically move around- promoting discussions and revisions.</p>
Reading and responding – Modelled response	Use features of an information text to retrieve information.	<p>Open the information book to the contents page.</p> <p>Now find the topic you want to learn more about (e.g. penguins).</p> <p>Use the contents page to find the correct page number for your topic and turn to that page.</p>	<p>Today we have received another exciting parcel and letter. The parcel contains a selection of different types of toy penguin, an Orca, leopard seal and blue whale as well as a wide selection of information books about Antarctica, the polar regions and Penguins. Invite children up to take an item out of the box one at a time and generate interest and intrigue. Where might he be travelling to? How do we know? The title of the books, etc...</p> <p>Now show the children the accompanying letter in which the explorer thanks the children for helping him to check and improve his fact file about Australia. He explains that he is loving his stay in Australia but he is planning to move on and travel to the continent</p>	<p>Children to use the information books about Antarctica to find the information needed to answer Eddie's questions?</p>	<p>Grow the code chart available on table tops</p> <p>Interactive activity- active exploration of books and their features.</p> <p>Visual support as well as adult support to aid/ deepen/extend knowledge as required.</p>



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		<p>Read the information on that page and write down a fact related to your topic.</p>	<p>Antarctica in the next week. Before he sets off he would like to us to help him to gather some information about Antarctica to prepare for his trip.</p> <p>Can we help him and use the information books he has sent us to find the answers to the questions he has sent us? The questions are as follows:</p> <p>What is the climate like in Antarctica? What type of wildlife will I find in Antarctica? What is the largest land mammal found on Antarctica?</p> <p>How do we know these are question? He has used the wh words and punctuated each one with a question mark. We don't know the answers to his questions so how can we find out? We can use the information books we have in class. Show the children the contents page and recap what this is for. Can we use the contents to find the relevant information quickly? Test this out. Invite children to come up to the front and use the contents page to find the page entitled Wildlife! Turn to the page number and check if we have the correct page. Now how can we narrow down our search even more? We can use the sub-titles, also called sub headings. Do this together to find some simple information.</p> <p>Once the children have found the answers to the questions we will write a letter back to Eddie together, giving him answers to the questions he has sent.</p>		
<p>Reading and responding- Independent response</p>	<p>To independently use features of an information text to retrieve information.</p>	<p>Open the information book to the contents page.</p> <p>Now find the topic you want to learn more about (e.g. penguins).</p>	<p>Today Eddie has one more question left unanswered.</p> <p>As in yesterday's lesson we used the contents page to find lots of different information quickly and easily instead of reading through the entire book and spending a long time searching. Today we have been sent another question which is as follows: Which is the largest penguin species?</p>	<p>Children use the features of an information book to find the answers to their final question.</p> <p>Write the answer down in their books.</p>	

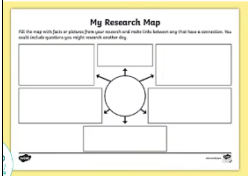


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		<p>Use the contents page to find the correct page number for your topic and turn to that page.</p> <p>Read the information on the page and write down a fact related to your topic.</p>	<p>How will we find the answers? Will I have to read through the entire book until I come across it? No. What can I use to find the information I need more easily? Yes, the contents page. What information might we look for in the contents page? Let's have a look.</p> <p>Remind the children again to use the subtitles to help us to narrow down our search even further?</p>																							
Reading and Analysing- Creating the toolkit.	Understand the structure of an information text.	<p>With your partner, read the first feature on your table.</p> <p>Together, find the feature in the information book. (thinking about where we have found these features in previous lessons)</p> <p>Write down where it can be found in the next column.</p> <p>Repeat the above steps for each feature of the text.</p>	<p>Now Eddie has travelled safely to Antarctica, he is amazed by the beautiful icy world and he would like us to help him create another none fiction text, but this time he would like to include more information and information books so that we can share them with other children in school.</p> <p>Now we know how to find information in texts but how should we organise our information/where should we put the information when creating our own books? We want our own books to look professional like, the ones we have on our book shelves. If we are going to help Eddie and create our own information books, we need to know what information we are putting where. Eddie has sent us a little toolkit to help us but it is only half-filled in.</p> <p>The toolkit identifies all the features we need to include in our books. Now we need to find where each feature is found in an information book and jot this down so we don't forget. This will help us when we make our own. Let's do the first one together. Features of information children to add where in the non-fiction information book to find these features and add it to the next column.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">Feature of Text</th> <th style="font-size: 8px;">Where is the feature found in the book?</th> <th style="font-size: 8px;">Tick box</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;">Title</td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">Contents page</td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">Sub-title</td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">Pictures or photographs</td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">Captions</td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">Labels</td> <td></td> <td></td> </tr> </tbody> </table> <p>Working together with their partner, children use the toolkit along side an information book and add in the second column where each feature should be/is found. E.g. contents page: list found near the front of the book.</p>	Feature of Text	Where is the feature found in the book?	Tick box	Title			Contents page			Sub-title			Pictures or photographs			Captions			Labels			
Feature of Text	Where is the feature found in the book?	Tick box																								
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Captions																										
Labels																										
Reading and Analysing- testing the toolkit			<p>Today we are going to test our toolkits and check that they are correct. Use teachers own toolkit as an example. Let's use my table and this information book about penguins. Together read the information recorded in the table. Now let's check it's in the book. If correct, put a tick in the box alongside it. -</p>	<p>Children swap with their partner and use their list along side an information book and check that it is correct.</p>																						



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<p>Gathering Content and Planning</p> <p>This will span over two lessons</p>	<p>Create a plan of the information and vocabulary you will use in your writing.</p>	<p>Write the word "Penguins" in the centre of your plan.</p> <p>Write the first subtitle in one of the boxes provided (e.g., "What are Penguins?").</p> <p>Use the information you have gathered from the books to fill in facts under each subtitle.</p> <p>Remember to use note form and use phonics to spell words.</p>	<p>As we know Eddie has now followed our maps and has travelled all the way to Antarctica. Show this again on the world map. We know that the weather is very different there and so are the animals. He would like us to learn more about the amazing birds which live here. Which birds live in Antarctica? Penguins! We are going to create our information books all about Penguins!</p> <p>Let's take a look at some of the information books he has sent us together. Use the contents page to find our information. Pay particular attention to the type of information given at the start. This is general information about penguins. Explain that before we move on to our favourite penguins we must include some fun facts /interesting info all about penguins- this could include sections such as: What are penguins? How do penguins move? What do Penguins Eat?</p> <p>Together begin to gather information. In pairs or groups of 3 or 4, children to gather their general information about penguins. Use the checklist (prom previous lessons) to make sure they have included everything they need. E.g. do not forget a labelled image)</p>	<p>Together begin to gather information. In pairs or groups of 3 or 4, children to gather their general information about penguins. Use the checklist (prom previous lessons) to make sure they have included everything they need. E.g. do not forget a labelled image)</p> <p>Fill in the planning</p>  <p>format as shown. Leave one or two boxes blank ready for tomorrow's lesson.</p>	
<p>Gathering Content and Planning</p>	<p>Gather content and plan your writing with the reader in mind.</p>	<p>Listen carefully to the information text read to you. Read along if you wish to.</p> <p>Note down any interesting facts on your white board.</p>	<p>Eddie is so happy to hear that the children love learning about Penguins as much as he does! He has sent them a non-fiction e-book to learn even more about the different types of penguins that live on Antarctica. Read through this together looking at the different features on each page. Children to make notes of their favourite /most interesting facts as we read through.</p>	<p>Children have printed copies of the e-book on their tables. Use these to gather content about their chosen penguins. Include key vocab in their writing.</p>	



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		<p>Think about the most exciting facts other children might like to read.</p> <p>Use your phonics to write down some interesting facts about your favourite penguins.</p>	<p>Which are their favourite Penguins and why? What were the most interesting or unusual facts that they learned? Which do they think other children in school would like to read about and why?</p> <p>Children discuss with their talk partners and share their thoughts and ideas with the class.</p> <p>Children must consider the reader's interest as they plan their next two sections.</p>		
<p>Modelled and shared write</p> <p>Use key text features in your writing.</p>		<p>Generate a subtitle in question form. E.g. How do Penguins survive in the cold?</p> <p>Write down your subtitle (question) at the top of your first section. Punctuate with a capital letter and question mark.</p> <p>Using your phonics, write down the information you want to include under your subtitle. This should answer the question.</p> <p>Add an image of a penguin and label it with key words.</p>	<p>Look again together at the information book (on the IWB) that the explorer sent to us yesterday. Together use the contents page to find information about penguins. On the page find an image of a penguin that has been labelled. Look at the title and sub titles on the page and discuss the information this gives the reader. What do the children notice about the subtitles? Many of them are questions and some are humorous. Discuss this and ask the children to talk together about possible questions they could use as sub-titles that their following paragraph will answer.</p> <p>Comeback together and share ideas. Model using one of the children's own questions as a sub title and show how the following information answers the question. General information about penguins for the first few pages</p>	<p>Using a real life image, write a simple information page. Include title, subtitle and add relevant facts. Today will be general information about penguins.</p> <p>They must also include an image of a penguin which they can label.</p> <p>The next two days will include more specific information about children's chosen penguins.</p>	
<p>Modelled and shared write</p> <p>Use key text features in your writing.</p>	<p>Use sub-titles and paragraphs to organise your work.</p>	<p>Write your page title and use capital letter to start each word.</p> <p>Write your subtitle and punctuate with capital letters, question mark or full stop as needed.</p>	<p>Today the children will choose two types of penguin to focus on over the next two English lessons.</p> <p>Explain to the children that we will create our first page where we focus on a specific type of penguin. The children have selected the penguins based on how interesting the facts were about each one- the more unusual the better! Today we will focus on the first of the two. Look back together at our plans. Show that on my plan I have</p>	<p>Children create their own information page about their chosen penguin. They must include key features including, title, subtitle and organise their writing into paragraphs</p>	



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		Using your phonics, write down the information you want to include under your subtitle.	chosen to write about Emperor penguins first. What should be my page title? Yes! Explorer Penguins! Why? Because it tells the reader what this page is about. Ask the children to help me to write out my title, using phonics and remembering capitals letters. Look back again at our plans. What was our first sub title? Write this down and think about my first fact. Children work with their talk partner to generate my first sentence. Share together. We will say the sentence out loud and then write it together on the board.	(using the template to help)	
Independent write	Use pre-learned key text features in your independent writing.	Write your page title and use a capital letter to start each word. Write your subtitle and punctuate with capital letters, question mark or full stop as needed. Using your phonics write down the fact you want to include under your subtitle.	Today the children will follow the same process seen in our previous lesson to complete their final penguin page. They must use a title, telling the reader what type of penguin the page is about, sub titles to tell the reader what each section/paragraph is about, and real life facts that they have previously researched.	Children to complete their final penguin fact page and include relevant key features.	
Editing and finalising	Create a working contents page.		Use our checklist to ensure all features are present Contents page		
			Creating a glossary		