

Year One English

The following plan outlines the English that will be taught during each term. The children will read and listen to a range of stories during the year.

Communication and Language: Listening and Attention	Communication and Language: Understanding	Communication and Language: Speaking	Literacy: Reading	Literacy Writing
<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. 	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels,captions. • Attempts to write short sentences in meaningful contexts.

Year 1 Autumn 1

READING

Throughout the year children will be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.
 Word reading skills will be taught through phonics but will be revisited continually through English lessons.

Objectives in **BOLD** must be covered in English planning for that week.

Year 2 objectives = italics

Week	Text & Genre	Reading & Spoken language	Grammar & Punctuation	Composition
Week 1	Writing: Captions, character description or short phrases about characters. Texts: Traditional tales; Three Little Pigs, Jack and the beanstalk, Little Red Riding Hood	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently ➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases <p>SP- listen and respond appropriately to adults and their peers</p>	<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using and 	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense
Week 2	Texts: Traditional tales; Three Little Pigs, Jack and the beanstalk, Little Red Riding Hood Writing: Story	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently ➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases <p>SP- listen and respond appropriately to adults and their peers</p>	<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using and 	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense
Week 3	Text: The Gingerbread Man Writing: Story	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ Sequencing sentences to form short narratives ➤ joining words and joining sentences 	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about

		<ul style="list-style-type: none"> ➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases <p>SP- listen and respond appropriately to adults and their peers</p>	<ul style="list-style-type: none"> ➤ using and beginning to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense
Week 4	Text: <i>The Gingerbread Man</i> Writing: Story	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently ➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases <p>SP: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ Sequencing sentences to form short narratives ➤ joining words and joining sentences using and ➤ beginning to punctuate sentences using a capital letter and a full stop 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense
Week 5	Text: <i>George and the Dragon</i> Writing: Story	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently ➤ being encouraged to link what they read or hear read to their own experiences ➤ understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP- ask relevant questions to extend their understanding and build vocabulary and knowledge</p>	<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using and ➤ beginning to punctuate sentences using a capital letter and a full stop 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.

<p>Week 6</p>	<p>Text: <i>George and the Dragon</i> Writing: Story</p>	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently ➤ being encouraged to link what they read or hear read to their own experiences ➤ understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP- ask relevant questions to extend their understanding and build vocabulary and knowledge</p>	<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using and ➤ beginning to punctuate sentences using a capital letter and a full stop 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
<p>Week 7</p>	<p>Text: <i>Sir Otto</i> Writing: Letter</p>	<p>-drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>SP-gain, maintain and monitor the interest of the listener SP maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ➤ beginning to punctuate sentences using a capital letter and a full stop ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using and 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.

English Medium Term Planning Year 1 Autumn 2

Week	Text & Genre	Reading & Spoken language	Grammar & Punctuation	Composition
Week 1	Text: The Tournament Writing: Letter	-drawing on what they already know or on background information and vocabulary provided by the teacher -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics SP-give well-structured descriptions and explanations	<ul style="list-style-type: none"> ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ➤ beginning to punctuate sentences using a capital letter and a full stop ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using <i>and</i> use of <i>co-ordination using or, and or but</i>) 	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense
Week 2	Text: The Princess and the Dragon Writing: Story	-drawing on what they already know or on background information and vocabulary provided by the teacher. SP-maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<ul style="list-style-type: none"> ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ➤ beginning to punctuate sentences using a capital letter and a full stop ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using <i>and</i> 	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Week 3	Text: The Princess and the Dragon Writing: Story	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently ➤ being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> ➤ Using time connectives organisation of writing ➤ Verbs ➤ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, 	write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written

		<ul style="list-style-type: none"> ➤ drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP - ask relevant questions to extend their understanding and build vocabulary and knowledge</p>	<p>helped, helper)</p> <ul style="list-style-type: none"> ➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) if appropriate to instructions - undo, 	<p>to check that it makes sense</p> <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Week 4	Text: Castles and Knights Writing: Instructions	<ul style="list-style-type: none"> ➤ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. ➤ Recognising and joining in with predictable phrases. <p>SP - Give well structured descriptions and explanations SP - Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> ➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ➤ beginning to punctuate sentences using a capital letter and a full stop ➤ Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun relating to Cinderella at sisters, horses, shoes 	<ul style="list-style-type: none"> ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it
week 5	Text: Castles and Knights Writing: Instructions	<ul style="list-style-type: none"> ➤ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. ➤ Recognising and joining in with predictable phrases. <p>SP - Gain, maintain and monitor the interest of the listener</p>	<ul style="list-style-type: none"> ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ➤ beginning to punctuate sentences using a capital letter and a full stop ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using and use of co-ordination using or, and or but) ➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense

Week 6	Enterprise Week Writing: Instructions.	<p>Being encouraged to link what they read or hear read to their own experiences</p> <p>SP: Participate in discussions, presentations, performances and debates</p>	<ul style="list-style-type: none"> ➤ Using time connectives ➤ Organisation of writing, numbers ➤ Verbs ➤ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) ➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) if appropriate to instructions - undo, 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Week 7				

English Medium Term Planning Year 1 Spring 1

Week	Text & Genre	Reading	Grammar & Punctuation	Composition
Week 1	Text: The fox and the hen Writing: Story	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently ➤ becoming very familiar with key stories, retelling them and considering their particular characteristics <p>SP Consider and evaluate different viewpoints attending to and building on the contributions of others SP Gain, maintain and monitor the interest of the listener.</p>	<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ➤ Joining words and joining clauses using and co-ordination using <i>or, and or but</i>) ➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) ➤ Sequencing sentences to form short narratives ➤ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Use of adjectives</p>	<p>write sentences by:</p> <ul style="list-style-type: none"> • <i>planning or saying out loud what they are going to write about</i> • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • read aloud their writing clearly enough to be heard by their peers and the teacher.
Week 2	Text: The fox and the hen Writing: Story	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently ➤ drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP-articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ➤ leaving spaces between words ➤ How words can combine to make sentences ➤ Joining words and joining clauses using and co-ordination using <i>or, and or but</i>) 	<p>-discuss what they have written with the teacher or other pupils - re-reading what they have written to check that it makes sense</p>

Week 3	Text: The fox and the hen Writing: Story	<ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently. ➤ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <p>SP-give well-structured descriptions and explanations</p>	<ul style="list-style-type: none"> ➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ➤ Joining words and joining clauses using and use of co-ordination using or, and or but) ➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) ➤ Sequencing sentences to form short narratives ➤ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. jumped, hunted) ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	write sentences by: <ul style="list-style-type: none"> • <i>planning or saying out loud what they are going to write about</i> • <i>writing down ideas and/or key words, including new vocabulary</i> • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense
Week 4	Text: Non fiction report on animals Writing: Report	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently ➤ being encouraged to link what they read or hear read to their own experiences ➤ drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP- use spoken language to develop understanding through speculating, imagining and exploring ideas</p>	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ➤ leaving spaces between words ➤ How words can combine to make sentences • joining words and joining sentences using and & use of co-ordination using or, because, but & and) • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • Headings (Year 3) • Adjectives 	<ul style="list-style-type: none"> • <i>planning or saying out loud what they are going to write about;</i> • <i>writing down ideas and/or key words, including new vocabulary</i> • composing a sentence orally before writing it; • re-reading what they have written to check that it makes sense
week 5	Text: Non fiction report on animals Writing: Report	<ul style="list-style-type: none"> ➤ learning to appreciate rhymes and poems, and to recite some by heart ➤ <i>Discuss their favourite words and</i> 	<ul style="list-style-type: none"> • <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i> • Regular plural noun suffixes -s or -es (e.g. dog, 	<ul style="list-style-type: none"> • Saying out loud what they are going to write about; • Read aloud their writing clearly

		<p><i>phrases</i></p> <p>SP-give well-structured descriptions and explanations SP: participate in discussions, presentations, performances and debates.</p>	<p>dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun(e.g. penguins)</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. splashing, jumping, hunting, creeping, waiting, hunter etc) • Adjectives • Verbs 	<p>enough to be heard by their peers and the teacher.</p>
Week 6	Text: Non fiction report on animals Writing: Report	<ul style="list-style-type: none"> ➤ drawing on what they already know or on background information and vocabulary provided by the teacher ➤ understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions <p>SP-give well-structured descriptions and explanations</p>	<ul style="list-style-type: none"> • use of co-ordination using <i>or, because, but & and</i>) and subordination (using <i>when, if, that, because</i>) • using a capital letter for names of places (Arctic) • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) • Use of headings • Adjectives 	<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 • composing a sentence orally before writing it; • re-reading what they have written to check that it makes sense

English Medium Term Planning Year 1 Spring 2

Week	Text & Genre	Reading and Spoken Language	Grammar & Punctuation	Composition
Week 1	Text: Owl Babies Writing: story	<p>-listening to and discussing a wide range of stories at a level beyond that which they can read independently;</p> <p>-drawing on what they already know or on background information and vocabulary provided by the teacher. -being encouraged to link what they read or hear read to their own experiences.</p> <p>SP-give well-structured descriptions and explanations SP: Speak audibly and fluently with an increasing command of Standard English.</p>	<ul style="list-style-type: none"> ➤ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. feeding, walking, flying) ➤ Regular plural noun suffixes -s or -es (e.g. lions, penguins), including the effects of these suffixes on the meaning of the noun ➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ➤ Expanded noun phrases for description and specification (e.g. the fierce lion, tall giraffe, the lion in the cage) 	<p>-saying out loud what they are going to write about</p> <p>-composing a sentence orally before writing it</p> <p>- re-reading what they have written to check that it makes sense</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
Week 2	Text: Owl Babies Writing: story	<ul style="list-style-type: none"> ➤ <i>Discussing the sequence of events in books</i> ➤ <i>Recognising simple recurring literary language in stories</i> <p>SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use of co-ordination using or, because, but & and) and subordination (using when, if, that, because) • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) • Sequencing sentences to form short narratives • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Expanded noun phrases for description and 	<p>write sentences by:</p> <ul style="list-style-type: none"> • <i>planning or saying out loud what they are going to write about;</i> • writing down ideas and/or key words, including new vocabulary • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • read aloud what they have written with appropriate intonation to make the meaning clear.

			<p>specification (e.g. the <u>fierce</u> lion)</p> <ul style="list-style-type: none"> • Adjectives 	
Week 3	Text: Owl Babies Writing: story	<ul style="list-style-type: none"> ➢ being encouraged to link what they read or hear read to their own experiences ➢ drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP-give well-structured descriptions and explanations.</p>	<ul style="list-style-type: none"> • using a capital letter for names of places (England) • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Adjectives • Headings • <i>Expanded noun phrases for description and specification (e.g. the blue butterfly)</i> • use of co-ordination using or, because, but & and) and subordination (using when, if, that, because) 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about; • <i>writing down ideas and/or key words, including new vocabulary</i> • composing a sentence orally before writing it; • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Week 4	Text: Percy the Park Keeper Writing: story	<ul style="list-style-type: none"> ➢ listening to and discussing a wide range of stories beyond a level at which they can read independently; ➢ being encouraged to link what they read to their own experiences; ➢ discussing the sequence of events in a story <p>SP-use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<ul style="list-style-type: none"> • <i>use of co-ordination using or, because, but & and) and subordination (using when, if, that, because)</i> • How the grammatical patterns in a sentence indicate its function (statement, question, exclamation or command) • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks • Headings • Regular plural noun suffixes -s or -es (e.g. scissors, googly eyes), including the effects of these suffixes on the meaning of the noun • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) if appropriate to instructions - undo, unwrap, untie, 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about; • <i>writing down ideas and/or key words, including new vocabulary</i> • composing a sentence orally before writing it; • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.

<p>week 5</p>	<p>Text: Percy the Park Keeper Writing: story</p>	<ul style="list-style-type: none"> ➤ being encouraged to link what they read or hear read to their own experiences ➤ asking and answering questions <p>SP-give well-structured descriptions and explanations</p>	<ul style="list-style-type: none"> • <i>Commas in list</i> • Regular plural noun suffixes -s or -es (e.g. scissors, googly eyes), including the effects of these suffixes on the meaning of the noun • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks • Verbs • Headings • <i>use of co-ordination using or, because, but & and) and subordination (using when, if, that, because)</i> • How the grammatical patterns in a sentence indicate its function (statement, question, exclamation or command) e.g. Pick up the scissors carefully = command • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) if appropriate to instructions - undo, unwrap, untie, 	<p>Time connectives Organisation (numbering) write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • read aloud their writing clearly enough to be heard by their peers and the teacher. • <i>evaluating their writing with the teacher and other pupils</i> • <i>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i>
<p>Week 6</p>				

English Medium Term Planning Year 1 Summer 1

Week	Text & Genre	Reading and Spoken Language	Grammar & Punctuation	Composition
Week 1	Text: Stick man Writing: Story	<ul style="list-style-type: none"> ➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases ➤ discussing their favourite words and phrases <p>SP: Participate in discussions, presentations, performances and debates</p>	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Expanded noun phrases for description and specification (e.g. a dirty stinky swamp, a beautiful day) • Suffixes that can be added to verbs where no change is needed in the spelling of the root words (E.g. go into going) • Regular plural noun suffixes -s -es (trees, volcanoes) 	<p>-saying out loud what they are going to write about</p> <p>-composing a sentence orally before writing it</p> <p>Proof read to check for errors (in spelling grammar and punctuation (e.g. ends of sentences are punctuated properly))</p>
Week 2	Text: Where the wild things are Writing: Story	<ul style="list-style-type: none"> ➤ drawing on what they already know or on background information and vocabulary provided by the teacher. ➤ Being encouraged to link what they read or hear read to their own experiences. <p>SP-give well-structured descriptions and explanations</p> <p>SP: Articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (e.g. beans and pots), including the effects of these suffixes on the meaning of the noun • use of co-ordination using or, because, but & and) and subordination (using when, if, that, because) • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks • Verbs • Numbering • Headings • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) if appropriate to instructions - undo. • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Commas in list (E.g. What you need: Beans, water, pots 	<p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • read aloud their writing clearly enough to be heard by their peers and the teacher. • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

			<ul style="list-style-type: none"> and compost) Use of the suffixes <i>-ly</i> to turn adjectives into adverbs (<i>slowly, quickly, carefully</i>) 	
Week 3	Text: Where the wild things are Writing: Story	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences drawing on what they already know or on background information and vocabulary provided by the teacher Ask and answer questions <p>SP-give well-structured descriptions and explanations - ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>	<ul style="list-style-type: none"> use of co-ordination using <i>or, because, but & and</i> and subordination (using <i>when, if, that, because</i>) using a capital letter for names of places (India, South America) beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Adjectives Headings Expanded noun phrases for description and specification (<i>e.g. the blue butterfly, plain flour, the man in the moon</i>) Correct choice and consistent use of present tense and past tense throughout writing 	<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 composing a sentence orally before writing it; re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.
Week 4	Text: Someone bigger Writing: Story	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP-give well-structured descriptions and explanations. - ask relevant questions to extend their understanding and build vocabulary and knowledge</p>	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Adjectives Headings Expanded noun phrases for description and specification (<i>e.g. the blue butterfly, plain flour, the man in the moon</i>) use of co-ordination using <i>or, because, but & and</i> and subordination (using <i>when, if, that, because</i>) Correct choice and consistent use of present tense and past tense throughout writing 	<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 composing a sentence orally before writing it; re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.
week 5	Text: Someone bigger Writing: Story	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Expanded noun phrases for description and specification (<i>e.g. the blue butterfly, plain flour, the man in the moon</i>) 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about;

		<ul style="list-style-type: none"> ➤ <i>discussing their favourite words and phrases</i> <p>SP - speak audibly and fluently with an increasing command of Standard English</p> <p>SP Gain, maintain and monitor the interest of the listener.</p>	<ul style="list-style-type: none"> • Suffixes which can be added to verbs where no change is needed in the spelling of the root word (e.g. munching, chewing, drinking) • Regular plural noun suffixes - s or -es (e.g. bananas, pineapples etc) <p>Adjectives Acrostic poems Similes.</p>	<ul style="list-style-type: none"> • <i>writing down ideas and/or key words, including new vocabulary</i> • <i>composing a sentence (in this case a line) orally before writing it;</i> • <i>re-reading what they have written to check that it makes sense</i> • <i>discuss what they have written with the teacher or other pupils</i> • read aloud their writing clearly enough to be heard by their peers and the teacher.
Week 6	Text: Poetry Writing: Poems	<ul style="list-style-type: none"> ➤ being encouraged to link what they read or hear read to their own experiences ➤ drawing on what they already know or on background information and vocabulary provided by the teacher <p>SP-give well-structured descriptions and explanations.</p> <p>- ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>-Participate in discussions</p> <p>-Consider and evaluate other viewpoints</p>	<ul style="list-style-type: none"> • using a capital letter for names of places (India, South America etc.) • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Adjectives • Regular plural noun suffixes - s or -es (e.g. bananas, pineapples etc) • Headings • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • use of co-ordination using or, because, but & and) and subordination (using when, if, that, because) • Correct choice and consistent use of present tense and past tense throughout writing 	<ul style="list-style-type: none"> • <i>planning or saying out loud what they are going to write about;</i> • <i>writing down ideas and/or key words, including new vocabulary</i> • composing a sentence orally before writing it; • <i>re-reading what they have written to check that it makes sense</i> • <i>discuss what they have written with the teacher or other pupils</i> • <i>read aloud their writing clearly enough to be heard by their peers and the teacher.</i>

English Medium Term Planning Year 1 Summer 2

Week	Text & Genre	Reading & Spoken Language	Grammar & Punctuation	Composition
Week 1 & 2	Text & Writing: Percy the Park Keeper	<ul style="list-style-type: none"> ➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases <p>SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>SP: Articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use of co-ordination using <i>or, because, but & and</i> and subordination (using <i>when, if, that, because</i>) • How the prefix <i>un-</i> changes the meaning of verbs and adjectives (e.g. <u>unkind</u> when he told the Mouse that he was going to eat him on a slice of bread, <u>unhappy</u> when the Mouse told him that his favourite food was <i>Gruffalo crumble</i>.) • Sequencing sentences to form short narratives • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>tricked, tricking, fooling, fooled, shocked, shocking</i>) • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use of adjectives • Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) • Becoming familiar with story words. • Apostrophes to mark where letters are missing in spelling (he <u>didn't</u> like it when the Mouse said his favourite food was <i>Gruffalo crumble</i>) • Correct choice and consistent use of present tense and past tense throughout writing 	<p>write sentences by:</p> <ul style="list-style-type: none"> • <i>planning or saying out loud what they are going to write about;</i> • writing down ideas and/or key words, including new vocabulary • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • read aloud what they have written with appropriate intonation to make the meaning clear.
Week 3	Text: Stick Man Story	<ul style="list-style-type: none"> ➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➤ recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use of co-ordination using <i>or, because, but & and</i> and subordination (using <i>when, if, that, because</i>) 	<p>write sentences by:</p> <ul style="list-style-type: none"> • <i>planning or saying out loud what they are going to write about;</i> • writing down ideas and/or key words, including new vocabulary

		<p>SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives • Suffixes that can be added to verbs where no change is needed in the spelling of root words • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use of adjectives • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • Becoming familiar with story words. • <i>Apostrophes to mark where letters are missing in spelling (e.g. I'm don't etc.)</i> • <i>Correct choice and consistent use of present tense and past tense throughout writing</i> 	<ul style="list-style-type: none"> • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • read aloud what they have written with appropriate intonation to make the meaning clear.
Week 4	Text:	<ul style="list-style-type: none"> ➢ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ➢ Predicting what might happen on the basis of what has been read so far <p>SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use of co-ordination (using or, because, but & and) and subordination (using when, if, that, because) • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, unhappy, unwell, unfamiliar or undoing, e.g. untie the boat) • Sequencing sentences to form short narratives • Suffixes that can be added to verbs where no change is needed in the spelling of root words • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Rosie Jim • Use of adjectives • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • Becoming familiar with story words. • <i>Correct choice and consistent use of present tense and past tense throughout writing</i> 	<p>write sentences by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about; • <i>writing down ideas and/or key words, including new vocabulary</i> • composing a sentence orally before writing it • sequencing sentences to form short narratives • read aloud what they have written with appropriate intonation to make the meaning clear. • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
Week 5	Text:	-drawing on what they already know or	<ul style="list-style-type: none"> • <i>use of co-ordination using or, because, but &</i> 	<ul style="list-style-type: none"> • <i>planning or saying out loud what they</i>

Writing: Recount	<p>on background information and vocabulary provided by the teacher.</p> <p>-Being encouraged to link what they read or hear read to their own experiences.</p> <p>SP-give well-structured descriptions and explanations.</p> <p>- ask relevant questions to extend their understanding and build vocabulary and knowledge</p>	<p><i>and) and subordination (using when, if, that, because)</i></p> <ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Adjectives • Headings • Expanded noun phrases for description and specification (e.g. long canals, narrow boats, brightly painted boats) • Correct choice and consistent use of present tense and past tense throughout writing 	<p><i>are going to write about;</i></p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • composing a sentence orally before writing it; • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.

Please use NC for word reading , transcription and handwriting objectives.

READING

Word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence

WRITING

Transcription

Spelling (see Appendix 1)

Pupils should be taught to:

- spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding *-s* or *-es* as the plural marker for nouns and the third person singular marker for verbs
- using the prefix *un-*
- using *-ing*, *-ed*, *-er* and *-est* where no change is needed in the spelling of root words (e.g. *helping, helped, helper, eating, quicker, quickest*)
- apply simple spelling rules and guidelines, as listed in Appendix 1
- write from memory simple sentences dictated by the teacher that include words taught so far.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9