

## Year 1 English Medium Term Planning Autumn 1

### READING

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.

Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Week	Text & Genre	Reading & Spoken language	Grammar & Punctuation	Composition
Week 1	<p>Texts: Different text each day related to texts the children have enjoyed in reception</p> <p>Writing: No writing this week</p> <p>Word Aware: The story of I can't</p>	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>➤ <b>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li> <li>➤ <b>recognising and joining in with predictable phrases</b></li> </ul> <p><b>SP- listen and respond appropriately to adults and their peers</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Naming the letters of the alphabet in order</b></li> <li>➤ <b>leaving spaces between words</b></li> <li>➤ <b>How words can combine to make sentences</b></li> <li>➤ <b>Joining words and joining clauses using and</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <b>saying out loud what they are going to write about</b></li> <li>• <b>composing a sentence orally before writing it</b></li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
Week 2	<p>Texts: Fantastic Elastic Brain, Beautiful Ops, The Dot</p> <p>Writing: No Writing this week</p>	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>➤ <b>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li> <li>➤ <b>recognising and joining in with predictable phrases</b></li> </ul> <p><b>SP- listen and respond appropriately to adults and their peers</b></p>	<ul style="list-style-type: none"> <li>➤ <b>leaving spaces between words</b></li> <li>➤ <b>How words can combine to make sentences</b></li> <li>➤ <b>Joining words and joining clauses using and</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <b>saying out loud what they are going to write about</b></li> <li>• <b>composing a sentence orally before writing it</b></li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
Week 3	<p>Text: Stickman</p> <p>Writing: Re-write the story of stick man</p>	<ul style="list-style-type: none"> <li>➤ <b>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Naming the letters of the alphabet in order</b></li> <li>➤ <b>leaving spaces between words</b></li> <li>➤ <b>Sequencing sentences to form short</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before</li> </ul>

	<p>Traditional tales</p> <p>Word Aware:Chicken Licken</p>	<ul style="list-style-type: none"> <li>➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>➤ recognising and joining in with predictable phrases</li> </ul> <p><b>SP- listen and respond appropriately to adults and their peers</b></p>	<p><b>narratives</b></p> <ul style="list-style-type: none"> <li>➤ joining words and joining sentences using and</li> <li>➤ beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<p>writing it</p> <ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
Week 4	<p>Text:The Ugly Duckling</p> <p>Writing: Re- write the Story of the ugly duckling (I do)</p> <p>Traditional tales</p> <p>Word Aware: The Ugly Duckling</p>	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>➤ recognising and joining in with predictable phrases</li> </ul> <p><b>SP: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p>	<ul style="list-style-type: none"> <li>➤ leaving spaces between words</li> <li>➤ Sequencing sentences to form short narratives</li> <li>➤ joining words and joining sentences using and</li> <li>➤ beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
Week 5	<p>Text: The Ugly Duckling (You do)</p> <p>Class re-write the story of the Ugly Duckling</p> <p>Traditional tales</p> <p>Word Aware: Oops</p>	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> <li>➤ 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</li> </ul> <p><b>SP- ask relevant questions to extend their understanding and build vocabulary and knowledge</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Vowels - what is a vowel</b></li> <li>➤ leaving spaces between words</li> <li>➤ How words can combine to make sentences</li> <li>➤ Joining words and joining clauses using and</li> <li>➤ beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>

<p>Week 6</p>	<p>Text: Fiction Red Riding Hood (I do) Writing: To re-write the story of Little Red Riding Hood  Traditional tales  Word Aware: Good Little Wolf</p>	<p>-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</p>	<ul style="list-style-type: none"> <li>➤ <b>Consonants - what is a consonant</b></li> <li>➤ <b>leaving spaces between words</b></li> <li>➤ <b>How words can combine to make sentences</b></li> <li>➤ <b>Joining words and joining clauses using and</b></li> <li>➤ <b>beginning to punctuate sentences using a capital letter and a full stop</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• <b>discuss what they have written with the teacher or other pupils</b></li> <li>• <b>read aloud their writing clearly enough to be heard by their peers and the teacher.</b></li> </ul>
<p>Week 7</p>	<p>Text: Red Riding Hood Writing: (We do)  To re-write the story of Little Red Riding Hood</p>	<p>-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</p> <p><b>SP-gain, maintain and monitor the interest of the listener</b> <b>SP maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b></p>	<ul style="list-style-type: none"> <li>➤ <b>KNOWLEDGE CHECK</b></li> <li>➤ <b>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</b></li> <li>➤ <b>beginning to punctuate sentences using a capital letter and a full stop</b></li> <li>➤ leaving spaces between words</li> <li>➤ How words can combine to make sentences</li> <li>➤ Joining words and joining clauses using and</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• <b>re-reading what they have written to check that it makes sense</b></li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• <b>read aloud their writing clearly enough to be heard by their peers and the teacher.</b></li> </ul>

**English**      **Medium Term Planning**      **Year 1 Autumn 2**

READING

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.

Word reading skills will be taught through phonics but **MUST** be revisited continually through English lessons.

Week	Text & Genre	Reading & Spoken language	Grammar & Punctuation	Composition
Week 1	Text: Non Fiction Wash your hands little princess by Tony Ross  Writing: To write simple instructions - How to wash your hands  Word Aware: How to Catch a Star	<ul style="list-style-type: none"> <li>➤ <b>being encouraged to link what they read or hear read to their own experiences</b></li> <li>➤ 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</li> <li>➤ <b>SP-give well-structured descriptions and explanations listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</b></li> <li>- <b>SP- ask relevant questions to extend their understanding and build vocabulary and knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>beginning to punctuate sentences using a capital letter and a full stop (Focus on ABC)</b></li> <li>- <b>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Main focus, ABC at the beginning of a sentence</b></li> <li>- leaving spaces between words</li> <li>- How words can combine to make sentences</li> <li>- <b>Joining words and joining clauses using and use of co-ordination using or, and or but)</b></li> <li>-</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <b>saying out loud what they are going to write about</b></li> <li>• composing a sentence orally before writing it</li> <li>• <b>sequencing sentences to form short narratives</b></li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
Week 2	Text: Goldilocks and the Three Bears Writing: Instructions - How to make porridge  Link to traditional tales  ASSESSMENT  Word Aware: Little Red	<ul style="list-style-type: none"> <li>➤ <b>listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</b></li> <li>➤ <b>being encouraged to link what they read or hear read to their own experiences</b></li> <li>➤ 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</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>beginning to punctuate sentences using a capital letter and a full stop (Focus on full stop</b></li> <li>➤ <b>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</b></li> <li>➤ leaving spaces between words</li> <li>➤ How words can combine to make sentences</li> <li>➤ Organising writing using numbers and time conjunctions</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• <b>composing a sentence orally before writing it</b></li> <li>• re-reading what they have written to check that it makes sense</li> <li>• <b>discuss what they have written with the teacher or other pupils</b></li> <li>• read aloud their writing clearly enough to be heard by their peers</li> </ul>

	Riding Hood	provided by the teacher <b>SP- ask relevant questions to extend their understanding and build vocabulary and knowledge</b>		and the teacher.
Week 3	<p>Texts: Oops By Colin McNaughton &amp;</p> <p>The Good Little Wolf by Nadia Shireen</p> <p>Writing: Character Description</p> <p>Word Aware: Lost and Found</p>	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>➤ being encouraged to link what they read or hear read to their own experiences (and other books)</li> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher (links to other stories)</li> </ul> <p><b>SP - ask relevant questions to extend their understanding and build vocabulary and knowledge</b></p>	<ul style="list-style-type: none"> <li>➤ beginning to punctuate sentences using a capital letter and a full stop</li> <li>➤ Verbs &amp; ADJECTIVES fit well</li> <li>➤ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>➤ 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,</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
Week 4	<p>Texts: Oops By Colin McNaughton &amp;</p> <p>The Good Little Wolf by Nadia Shireen</p> <p>Writing: describing a setting</p>	<ul style="list-style-type: none"> <li>➤ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>➤ Recognising and joining in with predictable phrases.</li> </ul> <p><b>SP - Give well structured descriptions and explanations</b></p> <p><b>SP - Consider and evaluate different viewpoints, attending to and building on the contributions of others</b></p>	<ul style="list-style-type: none"> <li>➤ Syllables</li> <li>➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>➤ beginning to punctuate sentences using a capital letter and a full stop</li> <li>➤ including the effects of these suffixes on the meaning of the noun relating to Cinderella at sisters, horses, shoes</li> </ul>	<ul style="list-style-type: none"> <li>➤ saying out loud what they are going to write about</li> <li>➤ composing a sentence orally before writing it</li> </ul>

week 5	Text: Jolly Postman Writing: Letter	<ul style="list-style-type: none"> <li>➤ <b>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</b></li> <li>➤ <b>Recognising and joining in with predictable phrases.</b></li> <li>➤ being encouraged to link what they read or hear read to their own experiences</li>   <li>- ask relevant questions to extend their understanding and build vocabulary and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>SPELL CHECK</b></li> <li>➤ <b>Personal pronoun I</b></li> <li>➤ <b>Joining words and joining clauses using and use of co-ordination using or, and or but)</b></li> <li>➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>➤ beginning to punctuate sentences using a capital letter and a full stop</li> <li>➤ leaving spaces between words</li> <li>➤ How words can combine to make sentences</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <b>saying out loud what they are going to write about</b></li> <li>• composing a sentence orally before writing it</li> <li>• <b>sequencing sentences to form short narratives</b></li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
Week 6	Enterprise Week Writing: Instructions.	<p><b>Being encouraged to link what they read or hear read to their own experiences</b></p> <p><b>SP: Participate in discussions, presentations, performances and debates</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Nouns</b></li> <li>➤ <b>Joining words and joining clauses using and use of co-ordination using or, and or but)</b></li> <li>➤ <b>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</b></li> <li>➤ <b>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,</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• <b>discuss what they have written with the teacher or other pupils</b></li> <li>• <b>read aloud their writing clearly enough to be heard by their peers and the teacher.</b></li> </ul>
Week 7	Plays Text: Christmas Story Writing – Children learn the Christmas story, but do not write this week	<ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>- articulate and justify answers, arguments and opinions</li> <li>- give well-structured descriptions and explanations</li> <li>- maintain attention and participate</li> </ul>	<b>KNOWLEDGE CHECK</b>	

		actively in collaborative conversations, staying on topic and initiating and responding to comments		
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### English Medium Term Planning      Year 1 Spring 1

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

Week	Text & Genre	Reading	Grammar & Punctuation	Composition
Week 1	Text: Everybody writes  Different text each year see short term planning  Writing: Different type of writing each year	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>➤ becoming very familiar with key stories, retelling them and considering their particular characteristics</li> </ul> <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"> <li>➤ <b>Compound words</b></li> <li>➤ leaving spaces between words</li> <li>➤ <b>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li> <li>➤ <b>Joining words and joining clauses using and co-ordination using or, and or but)</b></li> <li>➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> <li>➤ <b>Sequencing sentences to form short narratives</b></li> <li>➤ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p>Use of adjectives</p>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <b>planning or saying out loud what they are going to write about</b></li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• <b>read aloud their writing clearly enough to be heard by their peers and the teacher.</b></li> </ul>
Week 2	Text: No set text, stories and non fiction	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can</li> </ul>	<ul style="list-style-type: none"> <li>➤ Verbs</li> <li>➤ using a capital letter for names of</li> </ul>	- discuss what they have written with the teacher or other pupils

	<p>texts shared throughout the week</p> <p>Writing: Recount</p>	<ul style="list-style-type: none"> <li>➤ read independently drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- SP-maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- SP-articulate and justify answers, arguments and opinions</li> </ul>	<p>people, places, the days of the week, and the personal pronoun 'I'</p> <ul style="list-style-type: none"> <li>➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>➤ leaving spaces between words</li> <li>➤ How words can combine to make sentences</li> <li>➤ Joining words and joining clauses using and co-ordination using <i>or, and or but</i>)</li> </ul>	<p>- re-reading what they have written to check that it makes sense</p> <ul style="list-style-type: none"> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• composing a sentence orally before writing it</li> </ul>
Week 3	<p>Text: Fiction text The Fox and the Hen</p> <p>Writing: (We do) Story</p>	<ul style="list-style-type: none"> <li>➤ Listening to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently.</li> <li>➤ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul> <p>SP-give well-structured descriptions and explanations</p>	<ul style="list-style-type: none"> <li>➤ Plurals adding s</li> <li>➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>➤ Joining words and joining clauses using and use of co-ordination using <i>or, and or but</i>)</li> <li>➤ How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> <li>➤ Sequencing sentences to form short narratives using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about</i></li> <li>• <i>writing down ideas and/or key words, including new vocabulary</i></li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
Week 4	<p>Text: Fiction text The Fox and the Hen</p> <p>Writing: (YOU do) Story</p>	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> <li>➤ drawing on what they already</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Plurals adding s or es</i></li> <li>• <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i></li> <li>• Verbs</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark</li> </ul>	<ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about</i></li> <li>• <i>writing down ideas and/or key words, including new vocabulary</i></li> <li>• composing a sentence orally before</li> </ul>



		<p>know or on background information and vocabulary provided by the teacher</p> <p><b>SP- use spoken language to develop understanding through speculating, imagining and exploring ideas</b></p>	<p><b>or exclamation mark</b></p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>How words can combine to make sentences</li> <li>joining words and joining sentences using <i>and</i> &amp; <i>use of co-ordination using or, because, but &amp; and</i>)</li> <li>Adjectives</li> </ul>	<p>writing it</p> <ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>
week 5	<p>Text: Non Fiction texts about animals Writing: To write a report about animals</p> <p>First lesson on Report writing</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p>SP- use spoken language to develop understanding through speculating, imagining and exploring ideas</p>	<ul style="list-style-type: none"> <li><i>And in a list</i></li> <li><i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i></li> <li><i>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(e.g. penguins)</i></li> <li><i>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)</i></li> <li>Headings</li> </ul>	<ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about;</li> <li><b>writing down ideas and/or key words, including new vocabulary</b></li> <li><b>composing a sentence orally before writing it;</b></li> <li>re-reading what they have written to check that it makes sense</li> </ul>
Week 6	<p>Text: Non Fiction texts about animals Writing: To write a report about animals (We do)</p>	<ul style="list-style-type: none"> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➤ <i>understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions</i></li> <li>- listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> </ul> <p><b>SP-give well-structured descriptions and explanations</b></p>	<ul style="list-style-type: none"> <li><i>And to join clauses</i></li> <li><i>ABC for proper nouns using a capital letter for names of places (Arctic)</i></li> <li><i>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li><i>Expanded noun phrases for description and specification</i></li> <li><i>Use of headings</i></li> </ul>	<ul style="list-style-type: none"> <li><i>planning or saying out loud what they are going to write about;</i></li> <li><i>writing down ideas and/or key words, including new vocabulary</i></li> <li><b>composing a sentence orally before writing it;</b></li> <li>re-reading what they have written to check that it makes sense</li> </ul>

<p>Week 7</p>	<p>Text: David Attenborough (little people edition)</p> <p>Writing: facts about endangered animals</p>	<ul style="list-style-type: none"> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KNOWLEDGE CHECK</b></li> <li>- leaving spaces between words</li> <li>- joining words and joining sentences using <i>and</i></li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul>
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## English Medium Term Planning Year 1 Spring 2

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.

Word reading skills will be taught through phonics but MUST be revisited continually through English lessons.

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

Week 3	Text: Owl Babies Writing: Story (you do)  ASSESSMENT	<ul style="list-style-type: none"> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p><b>SP-give well-structured descriptions and explanations.</b></p>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adjectives</li> <li>• Adjectives</li> <li>• Expanded noun phrases for description and specification (e.g. the blue butterfly)</li> <li>• use of co-ordination using <i>or, because, but &amp; and</i> and subordination (using <i>when, if, that, because</i>)</li> <li>• Sequencing sentences to form short narratives</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>planning or saying out loud what they are going to write about;</b></li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• composing a sentence orally before writing it;</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• <b>discuss what they have written with the teacher or other pupils</b></li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
Week 4	Text: Poetry Animal poems  Writing: To write a poem	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of stories beyond a level at which they can read independently;</li> <li>➤ being encouraged to link what they read to their own experiences;</li> <li>➤ <b>discussing the sequence of events in a story</b></li> </ul> <p><b>SP-use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b></p>	<ul style="list-style-type: none"> <li>• Verbs and nouns</li> <li>• use of co-ordination using <i>or, because, but &amp; and</i> and subordination (using <i>when, if, that, because</i>)</li> <li>• <b>How the grammatical patterns in a sentence indicate its function (statement, question, exclamation or command)</b></li> <li>• Headings</li> <li>• Regular plural noun suffixes -s or -es (e.g. scissors, googly eyes), including the effects of these suffixes on the meaning of the noun</li> <li>• <b>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,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>planning or saying out loud what they are going to write about;</b></li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• composing a sentence orally before writing it;</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• <b>read aloud their writing clearly enough to be heard by their peers and the teacher.</b></li> </ul>
week 5	Text: Dear Green Peace	<ul style="list-style-type: none"> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs, nouns and adjectives</li> <li>• Regular plural noun suffixes -s or -es (e.g. scissors,</li> </ul>	Time connectives Organisation (numbering)

	<p>Writing: Letter writing</p>	<p>➤ <i>asking and answering questions</i></p> <p><b>SP-give well-structured descriptions and explanations</b></p>	<p><b>googly eyes), including the effects of these suffixes on the meaning of the noun</b></p> <ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks</li> <li>• <i>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</i></li> <li>• <b><i>How the grammatical patterns in a sentence indicate its function (statement, question, exclamation or command) e.g. Pick up the scissors carefully = command</i></b></li> <li>• <b>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,</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• <b><i>evaluating their writing with the teacher and other pupils</i></b></li> <li>• <b><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></b></li> </ul>
<p>Week 6</p>			<ul style="list-style-type: none"> <li>• <b>Proper nouns for places, people, days of the week, month...</b></li> </ul>	

## English Medium Term Planning      Year 1 Summer 1

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.

Word reading skills will be taught through phonics but MUST be revisited continually through English lessons.

Week	Text & Genre	Reading and Spoken Language	Grammar & Punctuation	Composition
Week 1	Text: Science Plants book Writing: Writing facts about plants	<ul style="list-style-type: none"> <li>➤ <b>being encouraged to link what they read or hear read to their own experiences</b></li> <li>➤ <b>drawing on what they already know or on background information and vocabulary provided by the teacher</b></li> <li>➤ <b>Ask and answer questions</b></li> </ul> <p><b>SP-give well-structured descriptions and explanations</b> - <b>ask relevant questions to extend their understanding and build vocabulary and knowledge.</b></p>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• <b>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</b></li> <li>• using a capital letter for names of places (India, South America)</li> <li>• <b>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li> <li>• Adjectives</li> <li>• Headings</li> <li>• <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i></li> <li>• <b>Correct choice and consistent use of present tense and past tense throughout writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about;</i></li> <li>• <b>writing down ideas and/or key words, including new vocabulary</b></li> <li>• composing a sentence orally before writing it;</li> <li>• <b>re-reading what they have written to check that it makes sense</b></li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
Week 2	Text: Reciting poetry Writing: Poetry  Learn poem by heart	<p>- <b>Spoken lang:</b></p> <ul style="list-style-type: none"> <li>- <b>speak audibly and fluently with an increasing command of Standard English</b></li> <li>- <b>gain, maintain and monitor the interest of the listener</b></li> <li>- <b>participate in discussions, presentations, performances and debates.</b></li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>➤ <b>learning to appreciate rhymes and poems, and to recite some by heart</b></li> <li>➤ <b>discussing their favourite</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Plurals</b></li> <li>• Adjectives</li> <li>• <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i></li> </ul>	

		<p><b>words and phrases vocabulary and knowledge.</b></p> <ul style="list-style-type: none"> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➤ <i>Ask and answer questions</i></li> </ul> <p><b>SP-give well-structured descriptions and explanations</b> - ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>		
Week 3	<p>Text: Instructional Text <b>NEED A TEXT!</b> Writing: Instructions How to plant a seed</p>	<ul style="list-style-type: none"> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➤ <i>Ask and answer questions</i></li> </ul> <p><b>SP-give well-structured descriptions and explanations</b> - ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>	<ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark, <b>exclamation mark</b></li> <li>• <b>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</b></li> <li>• using a capital letter for names of places (India, South America)</li> <li>• VERBS</li> <li>• <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i></li> <li>• <b>Correct choice and consistent use of present tense and past tense throughout writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about;</i></li> <li>• <b>writing down ideas and/or key words, including new vocabulary</b></li> <li>• composing a sentence orally before writing it;</li> <li>• <b>re-reading what they have written to check that it makes sense</b></li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
Week 4	<p>Text: Instructions <b>NEED A TEXT!!!!</b></p> <p>Writing - instructions How to make a musical instrument</p>	<ul style="list-style-type: none"> <li>➤ being encouraged to link what they read or hear read to their own experiences</li> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➤ <i>Ask and answer questions</i></li> </ul> <p><b>SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b></p>	<ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop,</li> <li>• <b>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</b></li> <li>• <b>Sequencing sentences to form short narratives</b></li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Use of adjectives</li> <li>• <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i></li> <li>• Becoming familiar with story words.</li> <li>• <i>Apostrophes to mark where letters are missing in spelling (e.g. I'm don't etc.)</i></li> <li>• <b>Correct choice and consistent use of present tense and past tense throughout writing</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about;</i></li> <li>• <b>writing down ideas and/or key words, including new vocabulary</b></li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• <b>read aloud what they have written with appropriate intonation to make the meaning clear.</b></li> </ul>
Week 5	Text: Instructional	<ul style="list-style-type: none"> <li>➤ being encouraged to link what</li> </ul>	<ul style="list-style-type: none"> <li>• adding ED to verbs - past tense</li> </ul>	write sentences by:

	<p>text</p> <p>Writing: Instructions How to make a kite</p> <p>You Do week</p>	<p>they read or hear read to their own experiences</p> <ul style="list-style-type: none"> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>➤ Ask and answer questions</li> </ul> <p><b>SP-</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p><b>SP:</b> Articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• use of co-ordination using <i>or, because, but &amp; and</i>) and subordination (using <i>when, if, that, because</i>)</li> <li>• How the prefix <b>un-</b> changes the meaning of verbs and adjectives (e.g. <b>unkind</b> when he told the Mouse that he was going to eat him on a slice of bread, <b>unhappy</b> when the Mouse told him that his favourite food was Gruffalo crumble.)</li> <li>• Sequencing sentences to form short narratives</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <b>tricked, tricking, fooling, fooled, shocked, shocking</b>)</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Use of adjectives</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about;</i></li> <li>• <b>writing down ideas and/or key words, including new vocabulary</b></li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• <b>read aloud what they have written with appropriate intonation to make the meaning clear.</b></li> </ul>
Week 6	Story or Poem		ED to verbs past tense	
Week 7			KNOWLEDGE CHECK	



**English Medium Term Planning      Year 1 Summer 2**

Throughout the year children must be encourage to: develop pleasure in reading, motivation to read, vocabulary and understanding.

Word reading skills will be taught through phonics but MUST be revisited continually through English lessons.

Week	Text & Genre	Reading & Spoken Language	Grammar & Punctuation	Composition
Week 1	Text: Percy the Park Keeper/The Hedgehog and the Fence Story We do week	<ul style="list-style-type: none"> <li>➢ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>➢ <i>Predicting what might happen on the basis of what has been read so far</i></li> </ul> <p><b>SP- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b></p>	<ul style="list-style-type: none"> <li>• <i>use of co-ordination (using or, because, but &amp; and) and subordination (using when, if, that, because)</i></li> <li>• <b>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li> <li>• 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)</li> <li>• <b>Sequencing sentences to form short narratives</b></li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> <li>• <b>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Rosie Jim</b></li> <li>• Use of adjectives</li> <li>• <i>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</i></li> <li>• Becoming familiar with story words.</li> <li>• <i>Correct choice and consistent use of present tense and past tense throughout writing</i></li> <li>•</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about;</i></li> <li>• <i>writing down ideas and/or key words, including new vocabulary</i></li> <li>• <i>composing a sentence orally before writing it</i></li> <li>• <i>sequencing sentences to form short narratives</i></li> <li>• <i>read aloud what they have written with appropriate intonation to make the meaning clear.</i></li> <li>• <i>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</i></li> </ul>
Week 2	Text: Percy the Park Keeper/ The Hedgehog and the Fence Story You Do week	<ul style="list-style-type: none"> <li>➢ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>➢ <i>Predicting what might happen on the basis of what has been read so far</i></li> </ul> <p><b>SP- maintain attention and participate</b></p>	<ul style="list-style-type: none"> <li>• <b>Adding suffix ing to verbs</b></li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> <li>•</li> <li>• <i>use of co-ordination (using or, because, but &amp; and) and subordination (using when, if, that, because)</i></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• <i>planning or saying out loud what they are going to write about;</i></li> <li>• <i>writing down ideas and/or key words, including new vocabulary</i></li> <li>• <i>composing a sentence orally before writing it</i></li> </ul>

		actively in collaborative conversations, staying on topic and initiating and responding to comments	<ul style="list-style-type: none"> <li>• 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)</li> <li>• <b>Sequencing sentences to form short narratives using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Rosie Jim</b></li> <li>• Use of adjectives</li> <li>• Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</li> <li>• Becoming familiar with story words.</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• <i>read aloud what they have written with appropriate intonation to make the meaning clear.</i></li> <li>• <i>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</i></li> </ul>
Week 3	Text: Someone Bigger  Writing: Story writing	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>➤ becoming very familiar with key stories, retelling them and considering their particular characteristics</li> </ul> <p><b>SP-give well-structured descriptions and explanations</b> <b>SP: Articulate and justify answers, arguments and opinions</b></p>	<ul style="list-style-type: none"> <li>• <b>Suffixes adding est and er to adjectives</b></li> <li>• <i>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</i></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks</li> <li>• Verbs</li> <li>• 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.</li> <li>• <i>Use of the suffixes -ly to turn adjectives into adverbs (slowly, quickly, carefully)</i></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• <b>composing a sentence orally before writing it</b></li> <li>• re-reading what they have written to check that it makes sense</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• <i>evaluating their writing with the teacher and other pupils</i></li> <li>• <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></li> </ul>
		➤	•	
Week 4	Text: Someone Bigger	<ul style="list-style-type: none"> <li>➤ listening to and discussing a wide range of stories at a level</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Un Prefix</b></li> <li>• <b>Suffixes adding est and er to adjectives</b></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going</li> </ul>

	<p>Story</p> <p>Writing You do story week</p>	<p>beyond that at which they can read independently</p> <ul style="list-style-type: none"> <li>➤ becoming very familiar with key stories, retelling them and considering their particular characteristics</li> </ul> <p><b>SP-give well-structured descriptions and explanations</b>  <b>SP: Articulate and justify answers, arguments and opinions</b></p>	<ul style="list-style-type: none"> <li>• <i>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</i></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks</li> <li>• Verbs</li> <li>• 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.</li> <li>• <i>Use of the suffixes -ly to turn adjectives into adverbs (slowly, quickly, carefully)</i></li> </ul>	<p>to write about</p> <ul style="list-style-type: none"> <li>• <b>composing a sentence orally before writing it</b></li> <li>• re-reading what they have written to check that it makes sense</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• <i>evaluating their writing with the teacher and other pupils</i></li> <li>• <b>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</b></li> </ul>
<p>Week 5</p>	<p>Text: No Text</p> <p>Writing a recount</p>	<ul style="list-style-type: none"> <li>➤ drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>➤ Being encouraged to link what they read or hear read to their own experiences.</li> </ul> <p><b>SP-give well-structured descriptions and explanations</b>  <b>SP: Articulate and justify answers, arguments and opinions</b></p>	<ul style="list-style-type: none"> <li>• <b>Revisit and review, knowledge check</b></li> <li>• <b>Regular plural noun suffixes -s or -es (e.g. beans and pots), including the effects of these suffixes on the meaning of the noun</b></li> <li>• <i>use of co-ordination using or, because, but &amp; and) and subordination (using when, if, that, because)</i></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks</li> <li>• 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.</li> <li>• <i>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</i></li> <li>• <i>Use of the suffixes -ly to turn adjectives into adverbs (slowly, quickly, carefully)</i></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• <b>composing a sentence orally before writing it</b></li> <li>• re-reading what they have written to check that it makes sense</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• <i>evaluating their writing with the teacher and other pupils</i></li> <li>• <b>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</b></li> </ul>

week 6	Text: As needed - revisit and review		<ul style="list-style-type: none"> <li>• Revisit and review, knowledge check</li> </ul>	
Week 7			<ul style="list-style-type: none"> <li>• Revisit and review, knowledge check</li> </ul>	

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