

ENGLISH MEDIUM TERM PLAN	YEAR 1	Autumn 1 YEAR 2018 -2019	
<p>Writing: Handwriting</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> form lower-case letters of the correct size relative to one another</li> <li><input type="checkbox"/> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li><input type="checkbox"/> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li><input type="checkbox"/> use spacing between words that reflects the size of the letters.</li> </ul> <p>Curly “c” pattern: c, a, d, s, g, o, q, f</p> <p>Two new letters each week, forming the individual letter.</p> <p>Once letters correctly formed begin making simple CVC words – sad, cat, fog, etc...</p>	<p><b>CREATIVE APPROACHES</b></p> <p><b>Funnybones – speech bubble writing</b></p> <p><b>Harvest – making bread</b></p>	<p><b>TEXTS: Janet and Allan Ahlberg</b></p> <p><b>Oral story – Dark, Dark Tale</b> - becoming increasingly familiar with key stories (retelling).</p> <p><b>Focus Author – Janet &amp; Allan Ahlberg</b></p>	<p><b>READ ALOUD TEXTS</b></p> <p><b>Funnybones</b> <b>Dinosaur Dreams</b> <b>Funnybones – The Pet Shop</b> <b>Mystery Tour</b> <b>The Black Cat</b> <b>Peepo!</b> <b>The Jolly Postman</b> <b>Each Peach, Pear, Plum</b> <b>Burglar Bill</b> <b>Cops and Robbers</b></p>
<p>Objectives</p> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- speak audibly and fluently with an increasing command of Standard English</li> <li>- articulate and justify answers, arguments and opinions</li> </ul> <p><b>Writing Transcription</b> (<i>spelling and handwriting</i>)</p> <ul style="list-style-type: none"> <li>- Spell words containing each of the 40+ phonemes already taught</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Writing Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people</li> <li>- personal pronoun ‘I’</li> </ul>	<p><b>Titles</b></p> <p><b>Week 1:</b> Speaking and listening – All about me bag discussions – Question words and question marks All about me bunting / My favourites writing – completing the sentences with words and pictures <b>PSHE link</b> – Explaining what makes a good learner and discussing the golden rules – Why do we need them? Why is that rule good? (LSA to photograph children acting out the Golden rules) <b>Planned learning:</b> All about me frames Free writing about children’s favourite Golden Rule. Free writing children writing about themselves and the summer holidays</p>		
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of poems, stories and 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>-discussing the significance of the title and events</li> <li>- recognising and joining in with predictable phrases</li> <li>-making inferences on the basis of what is being said and done</li> <li>-predicting what might happen on the basis of what has been read so far</li> <li>-participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- asking and answering questions</li> </ul> <p><b>Reading Word Reading</b> (<i>phonics plan heading – medium and weekly</i>)</p> <ul style="list-style-type: none"> <li>-apply phonic knowledge and skills as the route to decode words</li> <li>-read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- Read books aloud, accurately, that is consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> </ul> <p><b>Writing Transcription</b> (<i>spelling and handwriting</i>)</p>	<p><b>Week 2:</b> <b>Funnybones</b> Monday – Introduce Funny bones – Show front cover of story – Tell me approach – predict what might happen in the story. Reading comprehension about story – Answering questions about the story – why are events important? Why is the book called Funnybones? Tues – assessment writing – children to write their own story continuing from the beginning of Funnybones. Dictation of sentences from Funnybones Introduce Guided Reading morning activities to start in week 3 – including library Phonics – Class phonics to review / assess prior knowledge. SPAG – Recognising capital letters.</p>		

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<p><b>Reading Word Reading</b></p> <ul style="list-style-type: none"> <li>- Reread these books to build up their fluency and confidence in word reading</li> </ul> <p><b>Writing Transcription (spelling and handwriting)</b></p> <ul style="list-style-type: none"> <li>- Spell words containing each of the 40+ phonemes already taught</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Writing Composition (articulating ideas and structuring them in speech and writing).</b></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> </ul> <p><b>Writing Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people</li> <li>- personal pronoun 'I'</li> </ul> <p><b>SPAG</b></p> <p>How words can combine to make sentences  Introduction to capital letters, full stops to demarcate sentences.</p>	<p><b>Week 3:</b></p> <p><b>Funnybones</b></p> <p>Story path and sequencing of the story.  Composing sentences:  Support: muddled up sentences with text cut and paste – tracing of key words  Lower Core: muddled up sentences without text – copy write the sentence  Core: sentence substitution – use own ideas to change the beginning, writing key words to complete sentence  Upper Core: Sentence substitutions - use own ideas to change the beginning, writing out full sentences.  Extension: Free write using repetitive line.  <b>Key terminology:</b> letter, capital letter, word, sentence, punctuation, full stop</p>
<p><b>Reading Comprehension</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>-discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>-predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- Use relevant strategies to build their vocabulary</li> </ul> <p><b>Writing Composition</b> (<i>articulating ideas and structuring them in speech and writing</i>).</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> <p><b>Writing Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people</li> <li>- personal pronoun 'I'</li> </ul>	<p><b>Week 4:</b></p> <p><b>Funnybones – The Pet Shop (2 English mornings)</b></p> <p>Predictions in writing using sentence starters – “I think that...”  Story path and sequencing activities  Simple dictated sentences on speech bubbles  “I am fed up with this dog.” (Ext: to add an adjective to describe the dog)  “I want a new pet” “I want a ...”  Introduce rereading sentences to ensure it makes sense.  <b>Think it, Say it, Write it, Read it</b>  <b>Planned learning:</b> Sequencing activities, speech bubbles activities  <b>SPAG</b>  How words can combine to make sentences  Introduction to capital letters, full stops to demarcate sentences.</p>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>- making inferences on the basis of what is being said and done</li> <li>-predicting what might happen on the basis of what has been read so far</li> <li>- learning to appreciate rhymes and poems.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing</li> </ul>	<p><b>Week 5:</b></p> <p><b>The Black Cat</b></p> <p>Dictation assessment to match a picture (Dog chasing cat).</p> <p>Shared writing – speech bubbles to match a picture  Independent writing, following from shared write.  <b>Big Write</b> – speech bubbles for The Black Cat</p>

<p>feelings</p> <p><b>Writing Transcription</b> (<i>spelling and handwriting</i>)</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <ul style="list-style-type: none"> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Writing Composition</b> (<i>articulating ideas and structuring them in speech and writing</i>).</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> <p><b>Writing Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people</li> <li>- personal pronoun 'I'</li> </ul>	
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing word meanings, linking new meanings to those already know</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- ask relevant questions to extend their understanding and knowledge.</li> </ul> <p><b>Writing Transcription</b> (<i>spelling and handwriting</i>)</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <ul style="list-style-type: none"> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Writing Composition</b> (<i>articulating ideas and structuring them in speech and writing</i>).</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> <p><b>Writing Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<p><b>Week 6:</b></p> <p>Learning Dragon's Banana Sandwich- What do we need? Introducing where food comes from – non-fiction text.</p> <p>Harvest:</p> <p>Ask the baker – hot seating – how do we make bread?</p> <p><u>Assessment writing</u> – write how to make bread instruction writing</p> <p>Where bread comes from <u>dictation assessment</u></p> <p>Introduce bossy words - verbs</p> <p>End of half term writing assessments – evidence gathering</p>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of poems, stories and 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>-discussing the significance of the title and events</li> <li>- learning to appreciate rhymes and poems.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul> <p><b>Writing Composition</b> (<i>articulating ideas and structuring them in speech and writing</i>).</p> <ul style="list-style-type: none"> <li>-read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Writing Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- beginning to punctuate sentences using a capital letter and a full stop</li> <li>- personal pronoun 'I'</li> </ul>	<p><b>Week 7:</b></p> <p>Introduce Poetry – read a selection of Harvest poems and discuss basic features – rhyming words</p> <p>Write a harvest poem with repeating line</p> <p>Writing about what we are thankful for – sentences about thankfulness (Link to topic)</p> <p><b>Topic:</b> P4C Ordering what we are most thankful for into a pyramid. Children to present their choices.</p>