

English Medium Term Plan Year 1 Narratives.

2021-2022

| Text Type: | Stories with repeated patterns | Traditional tales | Fantasy stories | Stories from other cultures |
|--|---|--|--|--|
| Suggested Texts | My Granny Went To Market We All Went On Safari Handa's Hen One Smiling Grandma This Is the Tree | The Gingerbread Boy Goldilocks and the Three Bears Little Red Riding Hood Once Upon a Time The Three Billy Goats Gruff The Teddy Robber | Aliens love Underpants The Man on the Moon Mungo and the Spiders from Space Here Comes the Aliens! Rainbow fish | Handa's Surprise Grace and family If all the world were The Tiger and the wise man |
| Writing Outcome Suggestion | Write simple sentences using patterned language, words and phrases taken from familiar stories. | Write a re-telling of a traditional story using traditional settings and characters – good vs evil – three little pigs and the big bad wolf. | A fantasy story based around a fantasy tale familiar to the children using character and setting – choosing characters and setting to retell from the story. | Children create a story which examines a different culture (Anansi the spider etc) and the morals within the story. |
| Grammar | Personal pronoun I Separation of words with spaces Nouns Verbs | Joining words and clauses using simple conjunctions like 'and' Begins to use 'because' Verbs | Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes) Adjectives | Suffixes that can be added to verbs (helped etc) How the prefix un– changes the meaning of verbs and adjectives Word form - singular, plural Adjectives |
| Punctuation | Full stops Capitals | Question marks Full Stops Capital letters (proper nouns) | Exclamation marks Full Stops Capital letters Question marks | Full Stops Capital letters |
| Text level features Knowledge | <ul style="list-style-type: none"> Identify and discuss the main events in stories. | <ul style="list-style-type: none"> Identifying and discuss the main events in stories | <ul style="list-style-type: none"> Identifying and discuss the main events in stories | <ul style="list-style-type: none"> Read stories with predictable and patterned language, including stories from other cultures. |

English Medium Term Plan Year 1 Narratives.

2021-2022

| | | | | |
|--|--|--|---|---|
| | <ul style="list-style-type: none"> • Identify and discuss the main characters in stories. • Use patterns and repetition to support oral retelling. • Make personal reading choices and explain reasons for their choice. • Re-tell familiar stories in a range of contexts e.g. small world, role play, and storytelling. • Make basic inferences about what is being said and done. • Punctuate simple sentences with capital letters and full stops. • Use capital letters for names of people. • Orally compose every sentence before writing. • Re-read every sentence to check it makes sense. | <ul style="list-style-type: none"> • Identifying and discuss the main characters in stories • Recognising and join in with language patterns and repetition • Use patterns and repetition to support oral retelling • Introducing and discussing key vocabulary • Making predictions based on what has been read so far • Giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket. • Re-read every sentence to check it makes sense. • Write simple sentences that can be read by themselves and others • Use simple connectives to link ideas e.g. and • Identify and use exclamation marks | <ul style="list-style-type: none"> • Identifying and discuss the main characters in stories • Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how • Write simple sentences that can be read by themselves and others • Punctuate simple sentences with capital letters and full stops • Identify and use question marks • Sequence ideas/events in order • Use familiar plots for structuring the opening, middle and end of their stories • Explore the themes of different stories including those of fantasy stories such as setting and time • Examine the stock characters of fantasy stories such as villains, heroes. • Read aloud their writing to adults and peers | <ul style="list-style-type: none"> • Talk about the effect of patterns of language and repeated words and phrases. • Children join in with and recite parts of stories. • Use language play to explore, adapt and invent sentences or lines based on patterns in familiar stories. • Discuss a book, identifying what is familiar and unfamiliar and looking for patterns in the text. • Children work as part of a group to discuss a book and then report back to the class. • Begin writing, modelling the process of rehearsing orally and cumulatively rereading. • Children write their own sentences for the middle of the story. • Children examine morals and stories which convey a message to their reader |
|--|--|--|---|---|

English Medium Term Plan Year 1 Narratives.

2021-2022

| | | | | |
|--|--|---|--|---|
| | <ul style="list-style-type: none"> • Say, and hold in memory whilst writing, simple sentences which makes sense. • Separate words with finger spaces • Use familiar plots for structuring the opening, middle and end of their stories. | <ul style="list-style-type: none"> • Use familiar plots for structuring the opening, middle and end. • Orally plan and rehearse - Sequence ideas/events in order • Use familiar plots for structuring the opening, middle and end of their stories | | <ul style="list-style-type: none"> • Children create their own morals which relate to both the story and their own lives • Examine characters which do not follow the moral of the story and learn a lesson • Redemption stories within a text e.g. how a character redeems themselves |
|--|--|---|--|---|

English Medium Term Plan Year 1 Non-Fiction
2021-2022

| Text Type: | Labels, lists and captions | Instructions | Information | Report writing | Recount |
|-----------------------------------|---|---|---|---|---|
| Suggested Texts | Not a Stick Billy's Bucket Using classroom School areas | Recipe books The Usborne Book of Big Machines Making a sandwich Current hobbies or games | Night Animals Owls by The Dancing Tiger Surprising Sharks Ice Bear Topic related theme | Topic themes Hobbies Entertainment Pets | Boris and Sid meet a shark The Cat, the Fish and the Shell Dear Greenpeace |
| Writing Outcome Suggestion | Children examine their environment and select objects to label, list etc. (Classroom, playground) | Children choose a familiar job or subject to set into step by step instructions and act out. (Jam sandwich, having a wash etc.) | Children present information about a hobby or subject they enjoy (pets, food etc.) organised into subheadings and images. | Children create a chronological or non- chronological report based around a subject or hobby which informs the reader using headings and subheadings. | Children recount an event within a letter or diary using their own experience (Santa visit, school trip) |
| Grammar | Separation of words with spaces Nouns Adding 's' or 'es' (only for words ending with ch, sh or ss) on to a word changes what it means e.g. cat - cats, catch - catches. (ITP7) | Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes) Suffixes that can be added to verbs (helped etc.) How the prefix un- changes the meaning of verbs and adjectives Word form - singular, plural Time conjunctions Conjunction 'and' | Joining words and joining clauses using 'and' Expanding sentences using because. | Tenses (past and present) Pronouns Singular and plural | Tenses (past, present and future) First person and third person. |

English Medium Term Plan Year 1 Non-Fiction
2021-2022

| Punctuation | Full stops Capital letters | Full stops Capital letters | Full stops Capital letters Question marks and exclamation marks | Question marks Exclamation marks Capital letters Full stops | Question marks Exclamation marks Capital letters Full stops |
|--|---|---|--|---|---|
| Text level features Knowledge | <ul style="list-style-type: none"> Using the environment to revise the purpose of labels and lists. The teacher and children begin to build a classroom vocabulary and discuss objects or pictures for the display. The teacher and children read simple captions that are complete sentences and discuss their purpose. The teacher demonstrates how to think of and rehearse sentence captions and children practise the skill. | <ul style="list-style-type: none"> Contribute to class composition of instructions with teacher scribing Examine examples of simple instructions such as getting dressed or having a wash. Share ideas to compose an instruction before writing it down Apply phonological, graphic knowledge and sight vocabulary to spell words accurately through shared and guided writing Write and draw simple | <ul style="list-style-type: none"> Independently choose what to write about, plan and follow it through. Examine different information texts and highlight key features Looking at headings and subheadings Understanding what a fact is within information Using numbers within information to dictate quantity or dates Convey information and ideas in simple non-narrative forms Find and use new and | <ul style="list-style-type: none"> Contribute to class composition of a report with teacher scribing Share ideas to compose a report before writing it Assemble information on a subject in own experience, (e.g.) food, pets. Understand the structure of a report using headings, subheadings, facts, captions Examine information and pick out key facts with teacher support | <ul style="list-style-type: none"> Apply phonological, graphic knowledge and sight vocabulary to spell words accurately through shared and guided writing Contribute to class composition of recount with teacher scribing Share ideas to compose a recount before writing it down Convey information and ideas in simple non-narrative form Group written sentences together in chunks of |

English Medium Term Plan Year 1 Non-Fiction

2021-2022

| | | | | | |
|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> • The teacher demonstrates how to write sentence captions and edits and scribes as children volunteer suggestions. • Children label simple objects and signs within the classroom and school • Children discover the difference between a list and a label • Children list items which are found around the school or classroom • Children write sentence instructions, first as supported writing and then independently. | <p>instructions and labels for everyday classroom use, e.g. in role-play area, for equipment</p> <ul style="list-style-type: none"> • Write consecutive instructions independently based on a model • Use different wording for instructions and evaluate the effectiveness of each • Be able to use simple imperative verbs in their instructions e.g. take • Convey information and ideas in simple non-narrative forms • Group written sentences together in chunks of | <p>interesting words and phrases, including story language</p> <ul style="list-style-type: none"> • Create short simple texts on paper and on screen that combine words with images (and sounds) • Write chronological and non-chronological texts using simple structures • Group written sentences together in chunks of meaning or subject • Use capital letters and full stops when punctuating simple sentences | <ul style="list-style-type: none"> • Apply phonological, graphic knowledge and sight vocabulary to spell words accurately through shared and guided writing • Group written sentences together in chunks of meaning or subject • Apply grammar taught in shared and independent writing • Re-read own writing, expect written text to make sense and to check for sense if it does not • Compose and write simple sentences independently | <p>meaning or subject</p> <ul style="list-style-type: none"> • Examine features of a recount such as first person and tense • Conventions of letters or diary entries such as dear diary.... • Write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. • Describe incidents from own experience in chronological order using basic sequencing words and phrases, for |
|--|--|--|--|--|--|

English Medium Term Plan Year 1 Non-Fiction
2021-2022

| | | | | | |
|--|--|--|--|---|--|
| | | <p>meaning or subject</p> <ul style="list-style-type: none"> • Apply grammar taught in shared and independent writing • Re-read own writing, expect written text to make sense and to check for sense if it does not | | <p>to communicate meaning</p> <ul style="list-style-type: none"> • Choose what to write about, plan and follow it through • Write at least three simple sentences, accurately punctuated • Write a non-chronological report independently based on model • Write simple non-chronological report writing sentences to describe aspects of subject | <p>example, 'then', 'after'</p> <ul style="list-style-type: none"> • Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order • Begin to maintain past tense and consistent use of first person |
|--|--|--|--|---|--|

English Medium Term Plan Year 1 Poetry

2021-2022

| Text Type: | Rhymes and themes | Orally performing a poem |
|--|--|--|
| Suggested Texts | Whizz bang orangutan: rhymes for the very young. Commotion in the ocean. Stomp, chomp, big roars! | Noisy Poems A Noisy Noise Annoys Tanka Tanka Skunk! : Sounds like drums Tasty poems |
| Writing Outcome Suggestion | Children learn a rhyme off by heart and generate phrases and vocabulary which builds their own around a theme or subject. (Christmas/snow/fireworks etc.) | Children use story mapping to learn a poem which has repeated phrases and actions. They create their own using similar actions and phrases. |
| Grammar | How the prefix un- changes the meaning of verbs and adjectives Word form - singular, plural Using spaces within sentences | Simple sentence structures Use of 'and' as a conjunction to join sentences. |
| Punctuation | Full stops within sentences. Capital letters for people, places or days of the week. | Capital letters and full stops. Full stops within sentences. Question marks or exclamation marks |
| Text level features Knowledge | <ul style="list-style-type: none"> • Listen to a range of poems at a level beyond that at which they can read independently. • Recognise and join in with language patterns and repetition. • Enjoy and recite rhymes and poems by heart. • Use patterns and repetition to support oral retelling. • Make personal reading choices and explain reasons for choices. • Introduce and discuss key vocabulary, linking meanings of new words to those already known. • Orally plan and rehearse ideas. • Write poems with simple text type features. • Write simple sentences that can be read by themselves and others. | <ul style="list-style-type: none"> • Recognise and join in with language patterns and repetition. • Discuss and explore each poem read. • Compile a checklist of features that can be added to as more poems are read and shared. • Provide a short writing opportunities linked to poems. • Enjoy and recite rhymes and poems by heart. • Introduce and discuss key vocabulary. • Separate words with spaces. • Identify and use question marks or exclamation marks. • Orally plan and rehearse ideas. • Write in different forms with simple text type features. • Read aloud their writing audibly to adults and peers. |

English Medium Term Plan Year 1 Poetry

2021-2022

| | | |
|--------------------|---|--|
| | <ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Separate words with spaces. • Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. • Read aloud their writing audibly to adults and peers. | |
| Spelling | | |
| Handwriting | | |