



ENGLISH MEDIUM TERM PLAN



YEAR 1																
AUTUMN TERM																
Week	1 3 days	2	3	4	5	6	7	8	H / T	1	2	3	4	5	6	7
Novel / Texts	The Three Little Pigs	The Night Shimmy Anthony Browne		The Ugly Duckling Hans Christian Anderson				Percy and the Parakeeper After the Storm			The Polar Express					
Genre	Narrative	Narrative		Narrative		Narrative		Persuasion			Assessment Recount		Instructions		Letter	
Reading		<ul style="list-style-type: none"> -recall straight forward information e.g. names of characters. -Be able to answer and ask questions by locating information in texts e.g. about characters -Work out meanings of some new vocabulary from context and knowledge. -recognise recurring literary language -recognise patterns of literary language -Make plausible predictions based on reading of text. 		<ul style="list-style-type: none"> -To identify features of a description and answer comprehension questions. Comprehension and inference. -Recall straightforward information and names of characters. 		<ul style="list-style-type: none"> -Take interest in, enjoy and explore new vocabulary in order to support their writing. 		<ul style="list-style-type: none"> -Read the main purpose of the text as persuasive -show some awareness that writers have viewpoints -identify similarities and differences between different types of persuasive texts e.g. adverts, posters, letters. -Express personal responses, including likes and dislikes with reasons Comment on language choices e.g. exaggerated words, use of strong adjectives and verbs, 			<ul style="list-style-type: none"> -Read the main purpose of the text as persuasive -show some awareness that writers have viewpoints -Identify similarities and differences between stories and recounts. -Use personal experiences to connect with texts e.g. a response based on what they personally would be feeling. -Discuss sequence of events in recounts. -Identify some familiar patterns of language e.g. first, next 		<ul style="list-style-type: none"> -feeling Recognise the main purpose of the text e.g. it tells you it makes a cake...' Understand that instructional texts are structured in different ways from other non-fiction texts. Recall straight forward information e.g. main ingredients. -identify familiar patterns in language. -comment on language choices. 		<ul style="list-style-type: none"> -Discuss sequence of events in recounts. - recall straight forward information e.g. key facts. -Responses based on what they personally would be feeling rather than feelings from a character in the text. 	



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<p>Writing</p>	<p>Baseline</p>	<p>-Narratives including setting, character and plot. -Use patterned phrases from their reading. -basic sequencing of ideas</p>	<p>- Pupils show language and structural features of narrative. -show an awareness of purpose and form an audience of the narrative. - Apostrophes some use of possession e.g. dragon's cave.</p>	<p>-Use expanded noun phrases to describe/ specify - Use consistent tenses, present and past. -Related points next to each other.</p>	<p>-vary sentences using subordination (when, if, that, because) -vary sentences for co-ordination (and, but, or). - Opening and closing will be signalled. -use technical vocabulary related to the context of a recount.</p>	<p>-Join words and clauses using 'and'.</p>	<p>-Clarify instructions using subordination (when, if, that, because) e.g. take the cake out of the oven <u>when</u> the top looks golden. Use different types of sentences e.g. statement, question, exclamation e.g. write titles to show what the instructions are about e.g. How to look after your goldfish. Make exclamatory statement e.g. What a delicious treat!</p>	<p>-Consistent use of present and past tense throughout writing. -Basic sequencing of ideas e.g. time related words and phrases,</p>
<p>Grammar Vocabulary Punctuation</p>		<p>-Use different types of sentences e.g. statements, commands, exclamations and questions. -Capital letters, full stops, question marks and exclamation usually used accurately.</p>	<p>-vary sentences for co-ordination (and, but, or).</p>	<p>- use expanded noun phrases to describe and specify.</p>	<p>-pupils writing shows structural features - use expanded noun phrases to describe and specify. -Use new vocabulary and patterned phrases from their reading and research.</p>	<p>-Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts.</p>	<p>-Capital letters, full stops, question marks and exclamation marks. - use commas to separate items in a list e.g. list of materials or ingredients.</p>	<p>-Gather vocabulary explored in reading to use in writing.</p>
<p>Spelling</p>		<p>Teach first 30 common exception words (10 per week)</p>	<p>Apostrophes for possession</p>	<p>-Words ending 'le'</p>	<p>-Suffix ending 'ness' -Suffix ending 'ful'</p>	<p>Past tense 'ed'</p>	<p>-Words ending 'ing'</p>	<p>-Words ending 'ly'</p>

