

**English medium-term plan: Year 1 autumn/ spring/autumn 2**

<b>Text (s)</b>	The Everywhere Bear		
<b>Links to wider curriculum</b>	Links to the history of transport and how transport has changed over time.		
<b>Reading outcomes</b>	Focus on vocabulary, predicting, retrieval of information from the text.		
<b>Writing outcomes</b>	Descriptions, short narratives (retelling of story), diaries.		
<b>National curriculum objectives:</b>			
<b>Reading</b>	<b>Writing-transcription</b>	<b>Writing-composition</b>	<b>Writing-vocabulary, grammar and punctuation</b>
<p><b>Word reading</b>  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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)  read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  reread these books to build up their fluency and confidence in word reading</p> <p><b>Comprehension</b>  Pupils should be taught to:  Develop pleasure in reading, motivation to read, vocabulary and understanding by:  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  learning to appreciate rhymes and poems, and to recite some by heart  discussing word meanings, linking new meanings to those already known  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  checking that the text makes sense to them as they read, and correcting inaccurate reading  discussing the significance of the title and events</p>	<p><b>Spell:</b>  words containing each of the 40+ phonemes already taught  common exception words  the days of the week  Name the letters of the alphabet:  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 [for example, helping, helped, helper, eating, quicker, quickest]  Apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a>  Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p><b>Handwriting</b>  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  Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>	<p>Write sentences by:  saying out loud what they are going to write about  composing a sentence orally before writing it  sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  Discuss what they have written with the teacher or other pupils  Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:  leaving spaces between words  joining words and joining clauses using 'and'  beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  learning the grammar for year 1 in <a href="#">English appendix 2</a>  Use the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</p>

making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them			
<b>Prior Knowledge:</b>	<b>Finger spaces, capital letters and full stops. Apply phonics knowledge to segment and spell words.</b>		
<b>Misconceptions:</b>	<b>Capital letters in the middle of sentences.</b>		
<b>Spelling</b>	<b>See scheme – Twinkl spelling Term 1B</b>		
<b>Handwriting</b>	<b>See Letter-join scheme</b>		
	<b>Genre</b>	<b>Adaptive teaching</b>	<b>Resources</b>
<b>Week 1</b>	Character description	Sentence stems, SEND scaffolding, word mats, modelled writing.	The Everywhere Bear/, non-fictions text about transport
<b>Week 2</b>	Story narrative	Sentence stems, SEND scaffolding, word mats, modelled writing.	The Everywhere Bear/, non-fictions text about transport
<b>Week 3</b>	Descriptive writing Writing in the role of a character	Sentence stems, SEND scaffolding, word mats, modelled writing.	The Everywhere Bear/, non-fictions text about transport
<b>Week 4</b>	Diary writing	Sentence stems, SEND scaffolding, word mats, modelled writing.	The Everywhere Bear/, non-fictions text about transport
<b>Week 5</b>	Wanted poster/advert	Sentence stems, SEND scaffolding, word mats, modelled writing.	The Everywhere Bear/, non-fictions text about transport
<b>Week 6</b>	Story planning Narrative writing	Sentence stems, SEND scaffolding, word mats, modelled writing.	The Everywhere Bear/, non-fictions text about transport
<b>Week 7</b>	Narrative writing	Sentence stems, SEND scaffolding, word mats, modelled writing.	The Everywhere Bear/, non-fictions text about transport
<b>Week 8</b>			
<b>Evaluation:</b>			