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

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| **Text** | **Objectives** | **Genres** | **Time** |
| *The Way Back Home*Oliver Jeffers | ● To become familiar with, retell and consider the particular characteristics of stories.● To predict what might happen on the basis of what has been read so far.● To explain clearly their understanding of what is read to them.● To write sentences as dictated by the teacher that include words taught so far.● To learn the grammar in column 1 in Year 1 in Appendix 2.● To explain clearly their understanding of what is read to them.● To write sentences as dictated by the teacher that include words taught so far.To read words containing taught GPCs and end in ‘-s’, ‘-es’, ‘-ing’, ‘-ed’, ‘-er’ or ‘-est’.● To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.● To speedily match sounds to graphemes correctly, including alternative sounds.● To become familiar with, retell and consider the particular characteristics of stories.● To make inferences on the basis of what is being said and done.● To spell common exception words.● To use the rule for adding ‘-s’ or ‘-es’ to pluralise nouns or singularise verbs.● To discuss what they have written with the teacher or other children.● To begin to punctuate sentences using a capital letter and final punctuation.● To sequence sentences to form short narratives.● To spell words containing each of the 40+ phonemes already taught.● To use the prefix ‘un-’.● To form capital letters.● To use a capital letter for proper nouns and the personal pronoun *I*.● To compose a sentence orally before writing it.● To use the grammatical terminology in Appendix 2 in discussing their writing.To read words with contractions and understand that the apostrophe represents the omitted letter(s).● To read words containing taught GPCs and end in ‘-s’, ‘-es’, ‘-ing’, ‘-ed’, ‘-er’ or ‘-est’.● To make inferences on the basis of what is being said and done.● To spell words containing each of the 40+ phonemes already taught.● To use the rule for adding ‘-s’ or ‘-es’ to pluralise nouns or singularise verbs.● To use letter names to distinguish between alternative spellings of the same sound.● To apply simple spelling rules and guidelines, as listed in Appendix 1. | Non-Fiction - report | 5 weeks |
| *Superworm* Julia Donaldson | ● To read words with contractions and understand what the apostrophe represents.● To 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.● To apply phonic knowledge and skills as the route to decode words.● To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.● To read other words of more than one syllable that contain taught GPCs.● To recognise and join in with predictable phrases.● To make inferences on the basis of what is being said and done.● To predict what might happen on the basis of what has been read so far.● To discuss the significance of the title and events.● To become familiar with, retell and consider the particular characteristics of stories.● To re-read books to build up their fluency and confidence in word reading.● To check that the text makes sense to them and correct inaccuracies as they read..● To link what they read or hear read to their own experiences.● To spell common exception words.● To use ‘-ing’, ‘-ed’, ‘-er’ and ‘-est’ where the spelling of the root word is unchanged.● To re-read what they have written to check that it makes sense.● To join words and join sentences using *and*.● To say out loud what they are going to write about.● To understand books by drawing on background information and vocabulary.● To compose a sentence orally before writing it.● To leave spaces between words.● To begin to punctuate sentences using a capital letter and final punctuation.● To discuss what they have written with the teacher or other children.● To apply simple spelling rules and guidelines, as listed in Appendix 1. | Narrative - storyNon-fiction - biography | 5 weeks |
| Traditional Rhymes Winter & Christmas Poems | ● To 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.● To read other words of more than one syllable that contain taught GPCs.● To learn to appreciate rhymes and poems, and to recite some by heart.● To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.● To use letter names to distinguish between alternative spellings of the same sound.● To apply simple spelling rules and guidelines, as listed in Appendix 1. | Narrative - poetry | 2 weeks |