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

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| **Text** | **Objectives** | **Genres** | **Time** |
| *Tyrannosaurus Drip*Julia Donaldson | To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.● To apply phonic knowledge and skills as the route to decode words.● To read other words of more than one syllable that contain taught GPCs.● To discuss the significance of the title and events.● 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 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 recognise and join in with predictable phrases.● To explain clearly their understanding of what is read to them.● To become familiar with, retell and consider the particular characteristics of stories.● To name the letters of the alphabet in order.● To begin to form lower-case letters using the correct direction, start and end points.● To understand the handwriting letter ‘families’ and to practise the letters in each.● To spell words containing each of the 40+ phonemes already taught.● To write sentences as dictated by the teacher that include words taught so far.● To sit correctly at a table, holding a pencil comfortably and correctly.● To write sentences by saying out loud what they are going to write about.● To leave spaces between words.● To begin to punctuate sentences using a capital letter and final punctuation.● To use the grammatical terminology in Appendix 2 in discussing their writing.● To sit correctly at a table, holding a pencil comfortably and correctly.● To discuss what they have written with the teacher or other children.● To form capital letters.● To write sentences by composing a sentence orally before writing it.● To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.● To use letter names to tell apart alternative spellings of the same sound.● To spell words containing each of the 40+ phonemes already taught. | Narrative | 4 weeks |
| *Jack and the Beanstalk*Various authors | ● To re-read books to build up their fluency and confidence in word reading.● To read words containing taught GPCs and end in ‘-s’, ‘-es’, ‘-ing’, ‘-ed’, ‘-er’ or ‘-est’.● To speedily match sounds to graphemes correctly, including alternative sounds.● To become familiar with, retell and consider the particular characteristics of stories.● To recognise and join in with predictable phrases.● 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 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 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 read words with contractions and understand that the apostrophe represents the omitted letter(s).● 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 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 use letter names to distinguish between alternative spellings of the same sound. | Narrative - FairyStoriesNon-Fiction – recipes, report writing | 6 weeks |
| Various poems – sensory, Spring/Easter themed | ● To read words containing taught GPCs and end in ‘-s’, ‘-es’, ‘-ing’, ‘-ed’, ‘-er’ or ‘-est’.● To apply phonic knowledge and skills as the route to decode words.● 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 link what they read or hear read to their own experiences.● To use ‘-ing’, ‘-ed’, ‘-er’ and ‘-est’ where the spelling of the root word is unchanged.● To read aloud their writing clearly enough to be heard by the whole class.● To say out loud what they are going to write about.● To compose a sentence orally before writing it.● To join words and join sentences using *and*. | Poetry | 2 weeks |