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

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| **Text** | **Objectives** | **Genres** | **Time** |
| *Last Stop on Market Street*Matt de la Pena | 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. | Non Fiction - report | 4 weeks |
| *The Lighthouse Keeper’s Lunch*David and Ronda Armitage | ● To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.● To participate in discussion about what is read to them, taking turns and listening to what others say.● To explain clearly their understanding of what is read to them.● 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 link what they read or hear read to their own experiences.● To understand books by drawing on background information and vocabulary.● To become familiar with, retell and consider the particular characteristics of stories.● To spell the days of the week.● To write sentences as dictated by the teacher that include words taught so far.● To apply simple spelling rules and guidelines, as listed in Appendix 1.● To use a capital letter for proper nouns and the personal pronoun *I*.● To compose a sentence orally before writing it.● To form digits 0–9.● To spell the days of the week.● To use a capital letter for proper nouns and the personal pronoun *I*.● To be encouraged to link what they read or hear read to their own experiences.● To listen to and discussing 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 tell apart alternative spellings of the same sound.● To say out loud what they are going to write about.● To be encouraged to link what they read or hear read to their own experiences.● To read words with contractions and understand that the apostrophe represents the omitted letter(s).● To link what they read or hear read to their own experiences.● To use the prefix ‘un-’.● To learn the grammar in column 1 in Year 1 in Appendix 2.● To punctuate sentences using a capital letter and final punctuation.● To sequence sentences to form short narratives. | Narrative – poetry, longer storiesNon-fiction – recipe, poster | 5 weeks |
| Water themed poemsSummer poems | ● To be encouraged to link what they read or hear read to their own experiences.● To listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.● To learn to appreciate rhymes and poems, and to recite some by heart.● To use letter names to tell apart alternative spellings of the same sound.● To compose a sentence orally before writing it.● To say out loud what they are going to write about. | poetry | 2 weeks |