

Year 1 Medium Term plan 2023-2024

Week	Unit	Book	Outcome	Writing Focus	Grammar & Punctuation
1	Fiction	-	Sentences	Writing simple sentences about the holiday	Full stops Capital letters Finger spaces Sentence structure Question marks Using 'and' to link sentences Adjectives
2	Fiction	Who's our new teacher	Descriptive sentences	Write sentences about a teacher	
3				Describe the dragon in the story- using adjectives	
4	Fiction	Class Two at the Zoo	Character description	Prediction	
5				Asking questions Re-telling the story	
6	Non fiction	Black History Month	Fact file	Marcus Rashford fact file	Time conjunctions
7					
1	Fiction	Peace at last	Prediction Character profile Story sequencing	Questions and answers	Adjectives; Exclamation marks Question marks
2					
3	Non- fiction	How to make a sandwich	Instructions	Commands Sequencing connectives	Full stops, capital letters, finger spaces,
4	Non-Fiction	Aaaargh! Spider	Prediction	Questions and answers	Exclamation marks

5			Character description Own narrative	adjectives	Question marks adjectives
6	Non fiction	Recount	Church visit	Extended sentences- 'and', 'because' Time connectives	adjectives
7	NA	NA	Phonics assessments		
8	Poetry	Holiday poetry	Own poem using senses	Poem format	Adjectives Rhyming words

	NC Speaking & Listening	NC Reading	NC Writing
Fiction	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing their favourite words and phrases - understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 	<p>Writing - composition:</p> <ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes - consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by:

	<ul style="list-style-type: none"> - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>- read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Writing - vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p>
Non-fiction	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <ul style="list-style-type: none"> - 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 	<p>Writing - transcription: Spelling:</p> <ul style="list-style-type: none"> - spell: <p>words containing each of the 40+ phonemes already taught</p> <p>Writing - composition:</p> <ul style="list-style-type: none"> - write sentences by: <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>

	<ul style="list-style-type: none"> - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> - 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. 	
Poetry	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - 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 read to their own experiences - recognising and joining in with predictable phrases - 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 - participate in discussion about what is read to them, taking turns and listening to what others say 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - 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 read to their own experiences - recognising and joining in with predictable phrases - 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 - participate in discussion about what is read to them, taking turns and listening to what others say 	<p>Writing - composition:</p> <ul style="list-style-type: none"> - 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 <p>Writing - vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words - joining words and joining sentences using and

	<p>- explain clearly their understanding of what is read to them.</p>	<p>- explain clearly their understanding of what is read to them.</p>	<p><i>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'</i></p> <p>- use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
--	-----------------------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------