

Year 1 English Medium Term Plan 2015 – 2016

Terms 1 & 2	Term 3 & 4	Terms 5 & 6
<p>Block 1 Fiction - Owl Babies Word Reading - To apply phonic knowledge and skills as the route to decode words - To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reading and comprehension - To listen to and discuss a wide range of stories at a level beyond that at which they can read independently. Writing Composition - To say out loud what they are going to write about. - To composing a sentence orally before writing it Handwriting - To sit correctly at a table, holding a pencil comfortably and correctly.</p>	<p>Block 1 Fiction – Lost and Found Word Reading - To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - To read other words of more than one syllable that contain taught GPCs Reading and Comprehension - To discuss the significance of the title and events Writing Transcription - To spell words containing each of the 40+ phonemes already taught Writing Composition - To begin to punctuate sentences using a capital letter and full stops. Handwriting - To form capital letters</p>	<p>Block 1 Fiction- Robin Hood Word Reading - To read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s) Reading and Comprehension - To draw on what they already know or on background information and vocabulary provided by the teacher. Writing Transcription -To use letter names to distinguish between alternative spellings of the same sound Writing Composition - To read aloud their writing clearly enough to be heard by their peers and the teacher. Handwriting -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - To form capital letters</p>
<p>Block 2 Fiction - The Owl Who Was Afraid of the Dark Word Reading - To apply phonic knowledge and skills as the route to decode words - To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reading and Comprehension - To recognise and join in with predictable phrases Writing Composition -To sequence sentences to form short narratives. - To leave spaces between words. Handwriting - To begin to form lower-case letters in the correct direction, starting and finishing in the right</p>	<p>Block 2 Non-Fiction – Reports (Penguins) Word Reading - To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - To read other words of more than one syllable that contain taught GPCs Reading and Comprehension - To listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently Writing Transcription - To spell common exception words Writing Composition - To begin to punctuate sentences using a capital letter, a full stop and question mark Handwriting - To form capital letters</p>	<p>Block 2 Non-Fiction – Fact files (Britain) Word Reading - To read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s) Reading and Comprehension - To explain clearly their understanding of what is read to them. Writing Composition - To join words and joining sentences using and Handwriting -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - To form capital letters</p>
<p>Block 3 Non-Fiction –Information Text (Nocturnal Animals) Word Reading - To apply phonic knowledge and skills as the route to decode words - To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reading Comprehension - To listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently Writing Transcription - To name the letters of the alphabet in order Writing Composition - To discuss what they have written with the teacher or other pupils. Handwriting</p>	<p>Block 3 Poetry – Season Poems Word Reading - 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 Reading and Comprehension - To link what they read or hear read to their own experiences Writing Composition - To discuss what they have written with the teacher or other pupils. Handwriting -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Block 3 Instructions (Making crowns) Word Reading - To read words containing taught GPCs and –s and –est endings Reading Comprehension - To explain clearly their understanding of what is read to them. Writing Transcription - To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Handwriting -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>

<p>- To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>		
<p>Block 4 Poetry – Sense Poetry Word Reading - To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reading and Comprehension - To listen to and discuss a wide range of poems at a level beyond that at which they can read independently Writing Composition - To discuss what they have written with the teacher or other pupils. Handwriting - To begin to form lower-case letters in the correct direction, starting and finishing in the right place - To form capital letters</p>	<p>Block 4 Fiction – Tradition Tales (The Jungle Book) Word Reading - 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 Reading and Comprehension - To make inferences on the basis of what is being said and done Writing Transcription - To write from memory simple sentences dictated by the teacher that include words taught so far. Writing Composition - To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Handwriting - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - To form capital letters</p>	<p>Block 5 Fiction (A Victorian Adventure) Word Reading - To read words containing taught GPCs and –s, –es and –ing endings Reading and Comprehension - To predict what might happen on the basis of what has been read so far Writing Composition - To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Handwriting - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
<p>Block 5 Fiction – Traditional Tales (Three Little Pigs) Word Reading - To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reading and comprehension - To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Writing Composition - To begin to punctuate sentences using a full stop. Handwriting - To begin to form lower-case letters in the correct direction, starting and finishing in the right place - To form capital letters</p>	<p>Block 5 Fiction – Fantasy Settings (Mr Benn) Word Reading - 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 re-read these books to build up their fluency and confidence in word reading. Reading Comprehension - To make inferences on the basis of what is being said and done Writing Composition - To re-reading what they have written to check that it makes sense Handwriting - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Block 5 Non-Fiction – Recount (Burghley House Trip) Word Reading - To read words containing taught GPCs and –s, –es, –ing, and –ed endings Writing Transcription - To spell the days of the week Handwriting - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
<p>Block 6 Non-Fiction – Instructions (Decorations) Word Reading - To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Writing Transcription - To spell words containing each of the 40+ phonemes already taught Handwriting - To begin to form lower-case letters in the</p>	<p>Block 6 Poetry – Rainforest Poetry Word Reading - To re-read these books to build up their fluency and confidence in word reading. Reading and Comprehension - To check that the text makes sense to them as they read and correcting inaccurate reading Writing Transcription - To use letter names to distinguish between alternative spellings of the same sound Handwriting - To understand which letters belong to which handwriting 'families' (i.e. letters</p>	<p>Block 6 Non-Fiction – Information Text (The Ragged School) Word Reading - To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Reading and Comprehension - To participate in discussion about what is read to them, taking turns and listening to what others say Writing Transcription - To use the prefix un– - To use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p>

correct direction, starting and finishing in the right place - To form capital letters	that are formed in similar ways) and to practise these.	Handwriting -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
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