

Folly Hill School

Year 1 Literacy Medium Term Plan 17-18

Term	Texts	Writing – Composition, vocabulary, grammar and punctuation	Assessment
Autumn Term – 1st half PAWS CLAWS AND WHISKERS	We're Going On A Bear Hunt The Tiger Who Came To Tea Non-Fiction Dear Zoo Just So Stories	Re-telling, Innovation, Explanations, Writing to Inform, Patterned Stories Capital letter, word, sentence, full stop, describing words, past and present tense, prefix 'un', suffixes ing, ed, er, s, contractions. Learn a poem from memory.	SHORT TERM TARGETS
Autumn Term – SUPERHEROES XMAS	Charlie's Superhero Underpants Supertato Supertato Veggies Assemble Super Daisy Fill Your Bucket Non fiction-real life superheroes. Christmas Story		
Spring 1 MOON ZOOM	Man on the Moon Aliens Love Underpants Laura's Star	Recounts, re-telling, lists, questions, explanations, reviews. Rhyming, adjectives and nouns, use and to join clauses, begin to use capital letters, full stops and questions marks with prompting, Name the letters of the alphabet, apply knowledge of vowel digraphs and trigraphs to spelling, increase knowledge of keywords for use in own writing, clap and count syllables in words, add un, ed, er and est appropriately to words, spell contractions, spell days of week, notice and discuss common homophones.	:
Spring Term – 2nd half DINOSAURS	Mary Anning Fossil Hunter Bone Girl Dinosaur A-Z		
Summer Term – 1st half SPLENDID SKIES	Non Fiction-facts about countries, Francis Drake, weather, woodlands.	Diaries, letters, recounts, re-tellings, explanations, reflections. Independently join words to make sentences, use simple adjectives, join clauses using and, capitalise independently, use past and present tense correctly in speech, begin to use a range of punctuation eg exclamation mark, question mark, use singular and plural appropriately.	
Summer Term – 2nd half MEMORY BOX	There Used to be Giants You'll Soon Grow Into Them Titch The Memory Tree The ToyMaker Wilfred Gordon Macdonald Partridge	Say alphabet in order, segment words into phonemes, write words containing vowel di and trigraphs accurately, write words containing each of 40plus	

		phonemes taught, spell simple contractions, eg I'm, I'll, spell days of week and common decodable words, write from memory simple dictated sentences.	
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The following objectives will be taught throughout the year during literacy, guided reading and Letters & Sounds sessions as appropriate.

Term	Reading – word reading	Reading -comprehension	Writing – Transcription (handwriting)	Writing – composition	Writing – vocabulary, grammar and punctuation
Autumn Term – 1st half	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> 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 the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate 	<p>Spelling Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting Pupils should be taught to:</p>	<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> 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"> 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of 	<ul style="list-style-type: none"> the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Autumn Term – 2nd half					
Spring Term – 1st half					
Spring Term – 2nd half					
Summer Term – 1st half					
Summer Term – 2nd half					

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	<ul style="list-style-type: none">▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation▪ re-read these books to build up their fluency and confidence in word reading.	<p>intonation to make the meaning clear</p> <ul style="list-style-type: none">▪ understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none">▪ drawing on what they already know or on background information and vocabulary provided by the teacher▪ checking that the text makes sense to them as they read and correcting inaccurate reading▪ 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▪ 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	<ul style="list-style-type: none">▪ form lower-case letters of the correct size relative to one another▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters▪ use spacing between words that reflects the size of the letters.	<p>sentences punctuated correctly]</p> <ul style="list-style-type: none">▪ read aloud what they have written with appropriate intonation to make the meaning clear.	
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