

YEAR 1 ENGLISH MEDIUM TERM PLAN

	Grammar	Punctuation	Text and Composition	Spelling	Handwriting
Autumn	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Add onomatopoeic sounds to pictures e.g. Wheeeeeeee! Crash Write some or all of their name. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary Articulate their ideas and thoughts in rehearsed sentences. 	<ul style="list-style-type: none"> Hears and says the initial sound in words Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> Be able to trace patterns. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Form some recognisable letters
Spring	<ul style="list-style-type: none"> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions 	<ul style="list-style-type: none"> Use full stops at random. Sometimes leave 'finger' spaces between groups of letters. 	<p>Write simple words and phrases.</p> <p>Talk about the part of the story/event that is interesting</p> <p>Attempt writing for different purposes e.g. label, list</p> <p>Write phrases about areas of interest.</p> <p>Invent own compositions but writing might need mediation</p>	<ul style="list-style-type: none"> Links sounds to letters, naming and sounding the letters of the alphabet. Spell words by identifying the sounds and then writing the sound with the letter/s 	<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

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Summer	<ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> • Separate words with spaces. • Begin to show an awareness of capital letters and full stops. • 	<ul style="list-style-type: none"> • Put rehearsed words together to make a sentence • Write short lists that have been rehearsed. • Read back work to give meaning to it. • Write so that other people can understand the meaning. • Arrange writing going from left to right, top to bottom. • 	<ul style="list-style-type: none"> • Some words are spelt correctly and others are phonetically plausible 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Form most lower-case letters correctly.
Key terminology: <i>word, letter, sound, special friend, sentence, capital letter, full stop, write, red words</i>					
Performance: <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To talk confidently with other children when playing, and will communicate freely about own home and community. To confidently speak to others about own needs, wants, interests and opinions. 					
Other guidance: <ul style="list-style-type: none"> •Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. •Demonstrate writing so that children can see spelling in action. •Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). •Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. •Support and scaffold individual children’s writing as opportunities arise. •Provide word banks and writing resources for both indoor and outdoor play. •Provide a range of opportunities to write for different purposes about things that interest children. •Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. •Plan fun activities and games that help children create rhyming strings of real 					

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and imaginary words, e.g. Maddie, daddy, baddie, laddie. •When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.