

# YEAR 1 ENGLISH MEDIUM TERM PLAN

	Grammar	Punctuation	Text and Composition	Spelling	Handwriting
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match their spoken sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Separate words with spaces.</li> <li>Begin to show an awareness of capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>Put rehearsed words together to make a sentence</li> <li>Write short lists that have been rehearsed.</li> <li>Write so that other people can understand the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>revision of letter sounds/ names and alphabet</li> <li>revision of digraphs 'ck', 'ch', 'sh', 'th', 'ng' and 'qu'</li> <li>common exception words</li> <li>/f/, /l/, /s/, /z/ and /k/, as in off, well, miss, buzz, back</li> <li>'ar/or', as in car, born</li> <li>'ow' and 'ou', as in now, out</li> <li>'oa/ow', as in boat, own</li> <li>'er' and 'ur', as in her, turn</li> <li>'ai/ay' and 'oi/oy', as in rain/play, oil/boy</li> <li>'ee/oo'; and 'ea' (long), 'ea' (short)</li> <li>'ew' and 'ue', as in new, blue</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Be able to trace patterns.</li> <li>Form most lower-case letters correctly.</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Segment words into their phonemes and represent these with the graphemes learnt so far making phonetically plausible attempts at others.</li> <li>Begin to learn that simple sentences contain</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops in some sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what has been written to check that it makes sense.</li> <li>Sequencing sentences to form short, rehearsed narratives.</li> <li>Use nouns and pronouns for variety.</li> <li>Use the correct tense.</li> <li>Write about more than one idea.</li> <li>Vary the way</li> </ul>	<ul style="list-style-type: none"> <li>Revision of digraphs from autumn 1</li> <li>'ai', 'ay', 'oi', 'oy', 'ee', 'oo', 'ea', 'air', 'igh', 'ear', 'ew', 'ue'</li> <li>'air', 'igh', 'ear', as in hair, high, dear</li> <li>Common exception words</li> <li>'oo'</li> <li>'au' and 'aw', as in autumn, saw</li> <li>'ir' and 'oe', as in girl and toe</li> <li>words ending in 'y', as in very, happy, funny</li> </ul>	<ul style="list-style-type: none"> <li>Form most lower-case letters in the correct direction, starting and finishing in the right place sitting most letters on the line.</li> <li>• coadg</li> <li>• es</li> <li>• ilt</li> <li>• uk</li> </ul>

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	<p>'a complete idea' - nouns and verbs.</p> <ul style="list-style-type: none"> <li>• Begin to use adjectives rehearsed to describe.</li> <li>• Beginning to use co-ordination (<i>or, and, but</i>)</li> <li>• Begin to use adverbs for extra detail.</li> </ul>		sentences begin.		<ul style="list-style-type: none"> <li>• r n m</li> <li>• h b p</li> <li>• Form most capital letters correctly,</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught e.g. split digraphs (o_e in whole i_e in inside) and long vowel sounds</li> <li>• Be able to identify simple nouns and verbs in sentences.</li> <li>• Begin to make decisions about word choices e.g. adjectives and adverbs for detail.</li> <li>• Join sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for names, days of the week and for the personal pronoun I.</li> <li>• Start to use question marks and exclamation marks.</li> <li>• Capital letters and full stops used for sentences most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and write sentences independently to convey ideas.</li> <li>• Write a simple narrative recount independently with some connectives other than <i>and</i> or <i>then</i> (even if the punctuation is not always accurate).</li> <li>• With support use some features of different text types.</li> <li>• Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of sounds from spring term</li> <li>• Division of words into syllables</li> <li>• Common exception words</li> <li>• split digraphs 'a-e', 'e-e', 'i-e', 'o-e', 'u-e'</li> <li>• letter string 'tch', as in catch, fetch, kitchen</li> <li>• adding 's' and 'es' to words, as in cats, catches</li> <li>• adding suffixes e.g. -ing, as in hunting, buzzing, jumping</li> <li>-ed, as in hunted, buzzed, jumped -</li> <li>-er and -est to adjectives, as in grander, grandest</li> <li>• adding the prefix un-, as in unhappy, undo, unload</li> </ul>	<ul style="list-style-type: none"> <li>• Form trickier lower-case letters and sitting all letters on the line.</li> <li>• q f y j</li> <li>• v w x z</li> <li>• Form all capital letters correctly ensuring they are larger than the other letters.</li> </ul>

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	<ul style="list-style-type: none"> <li>with conjunctions.</li> <li>Begin to use subordination (<i>when, if, that, because</i>) with support.</li> </ul>			<ul style="list-style-type: none"> <li>Simple compound words</li> </ul>	
<b>Key terminology:</b> letter, special friends (digraphs), capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark					
<b>Performance:</b> <ul style="list-style-type: none"> <li>Read aloud his/her writing clearly enough to be heard by the group and the teacher</li> <li><i>Recite some simple rhyme and traditional poems by heart. Recite in a group.</i></li> </ul>					
<b>Other guidance:</b>  Explaining what a sentence is to young children is particularly difficult. They are taught that, in books, a sentence starts with a capital letter and ends with a full stop and that they should observe this practice when they write. But how to recognise when you have written a sentence is another matter. Some children are helped by being told that a sentence makes sense on its own, contains one verb at least and is complete; that it consists of an idea. Children should point out the sentences in shared reading and should have plenty of opportunities to experiment with constructing sentences orally as well as writing them.  During shared writing it is important to provide opportunities for children to talk about the writing process and discuss the content of their writing with others. These focused discussions help to clarify ideas, rehearse unfamiliar language structures and extend the range of vocabulary.  Children should be reminded to think of the whole sentence (an idea) and say it aloud before they start to write. However, young children still sometimes miss out a word as their pace of writing is slow. Rereading and checking should become a habit. Children who continually omit words should be encouraged to point to each word as they reread. This makes omissions more obvious.					