

Medium Term Plan – Y1 Autumn

Term	Fiction	Non-fiction	Poetry
Autumn	<p>Plan 1A: Stories in familiar settings Required text: Knuffle Bunny by Mo Willems Description: Use the story of Knuffle Bunny to inspire chn to write a story about their favourite soft toy. Practise forming upper & lower case letters. Use capital letters for names & to start sentences. Investigate words ending in 'le' and words containing /oy/. Grammar focus:</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc. 	<p>Plan 1A Labels, lists and signs Required texts: Not a stick by Antoinette Portis Description: Imagination & mystery are the key to engaging chn in writing lists & designing signs. Chn learn about the features of labels & lists, descriptive writing & designing Wanted Posters! Chn become detectives & find information from other people's writing. Grammar focus:</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc. 	<p>Plan 1A: Songs and repetitive poems Required texts: Poems provided with plan Description: Squishy squelchy worms get the chn really enjoying poetry in this unit. They write their own worm poems before creating list poems about what they love and hate! Grammar focus:</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc.
	<p>Plan 2A: Stories with repeating patterns Required texts: A Squash and a Squeeze by Julia Donaldson Description: Children will read and discuss 'A Squash and a Squeeze'. They will learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern, focussing on writing in sentences. Grammar focus:</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 3. Use grammatical terminology 	<p>Plan 2A: Information texts Required texts: The Usborne Book of Big Machines ISBN 9780746099094 Scooters Hamilton Group Reader Description: Use simple information texts to find out all about big machines and what they can do. Begin to learn about the structure of non-fiction texts and how they are different to fiction. Make up a fantasy vehicle and write labels and captions to describe it. Grammar focus:</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc. 3. Use grammatical terminology 	<p>Plan 2A: Poems with Pattern and Rhyme Required texts: The Gingerbread man by Audrey Daly The Three Little Pigs by Joan Stimson (or another version of the same stories) Assorted poems and rhymes including Down behind the Dustbin by Michael rosen Description: Motivate chn to talk about humorous poems & stories & get them writing! Chn take part in skipping/chanting poems & compose their own verses to poems that include repetition. This culminates in chn performing their own chorus of Batman's Exercise Video! Grammar focus:</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc.

Spoken Language – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Listen and respond appropriately to adults and their peers						
Ask relevant questions to extend their understanding and build vocabulary and knowledge						
Articulate and justify answers, arguments and opinions						
Give well-structured descriptions and explanations						
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 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.						

Word Reading – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Apply phonic knowledge and skills as the route to decode words						
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes						
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught						
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word						
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings						
Read other words of more than one syllable that contain taught GPCs						
Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)						
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						
Re-read these books to build up their fluency and confidence in word reading						

Reading: Comprehension – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Develop pleasure in reading, motivation to read, vocabulary and understanding by:						
<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 						
<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 						
<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 						
<ul style="list-style-type: none"> Recognising and joining in with predictable phrases 						
<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 						
Understand both the books they can already read accurately and fluently and those 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 						
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading 						
<ul style="list-style-type: none"> Discussing the significance of the title and events 						
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done 						
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 						
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						

Writing: Transcription – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Pupils should be taught to spell:						
<ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught 						
<ul style="list-style-type: none"> Common exception words 						
<ul style="list-style-type: none"> Days of the week 						
Pupils should be taught to name the letters of the alphabet:						
<ul style="list-style-type: none"> Naming the letters of the alphabet in order 						
<ul style="list-style-type: none"> Using letter names to distinguish between alternative spellings of the same sound 						
Pupils should be taught to add prefixes and suffixes:						
<ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 						
<ul style="list-style-type: none"> Using the prefix ‘un-’ 						
<ul style="list-style-type: none"> Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (
Apply simple spelling rules and guidelines, as listed in Appendix 1						
Write from memory simple sentences dictated by the teacher that include words taught so far.						
Pupils should be taught handwriting:						
<ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly 						
<ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place 						
<ul style="list-style-type: none"> Form capital letters 						
<ul style="list-style-type: none"> Form digits 0 – 9 						
<ul style="list-style-type: none"> Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 						

Writing: Composition – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Pupils should be taught to write sentences by:						
• Saying out loud what they are going to write about	Orange	Yellow	Blue	Red	Green	Purple
• Composing a sentence orally before writing it	Orange	Yellow	Blue	Red	Green	Purple
• Sequencing sentences to form short narratives	Orange				Green	
• Re-reading what they have written to check that it makes sense	Orange	Yellow	Blue	Red	Green	Purple
Discuss what they have written with a teacher and other pupils	Orange	Yellow	Blue		Green	
Read aloud their writing clearly enough to be heard by their peers and the teacher	Orange	Yellow	Blue	Red	Green	

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn plans: Year 1

Objective	Fiction 1A	Fiction 2A	Non-F 1A	Non-F 2a	Poetry 1A	Poetry 2A
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by::						
• Leaving spaces between words	Orange	Yellow	Blue	Red	Green	Purple
• Joining words and joining sentences using 'and'						
• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Orange	Yellow		Red		Purple
• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Orange	Yellow	Blue		Green	Purple
• Learning the grammar in column 1 in year 1 in Appendix 2		Yellow	Blue			
Use the grammatical terminology in Appendix 2 in discussing their writing.		Yellow		Red	Green	