

English Medium Term Planning Year 1

Year Group: 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Text:	The Three Little Pigs The Little Red Hen (Traditional Tale)		Naughty Bus By Jan Oke	How to catch Santa.	Arrggghh Spider!! By Lydia Monks		Tiger who came to Tea/ Anthony Browne Gorilla...		Meerkat Mail		The Emperor's Egg	
Main Writing Focus	Narrative- Retell of a Traditional Tale	Non-Fiction	Narrative Retell original adventure leading to an innovated ending	Non- Fiction Instructions	Narrative Focus Persuade family to keep Spider	Non-Fiction Diary entry different characters in the story. Labelling-the different features of a Spider	Narrative- Food descriptions letter writing- Tiger to school.	Non Fiction- Letter to zoo to persuade Tiger to live in own environment...	Narrative Retell of his Journey	Non-fiction Letter/ postcard	Narrative	Non-Fiction Non chronological report Penguins
Short Writing Opportunities	* *Labelling *Short sentences to describe *Caption writing *Story mapping *Thought bubbles *Change the ending *Opinion giving with a reason * labelling		*Labelling *Short sentences to describe/instruct *Caption writing *Story mapping *Change the ending *Create your own adventure Labelling/ designing their own Santa Trap		*Persuasive Phrases *Thought bubbles *Labels *Captions *Short sentences to describe *Opinions *Thought bubbles		* Character descriptions *Labelling *Captions *Thought Bubbles/ diary extracts *Opinions with Justifications *Feelings / emotion graphs		*Postcards *Thought bubbles *Descriptive sentences		How to guide- Look after an egg Information sentences	
Longer Writing Opportunities.	*retelling the story *Their own version of Three Little Pigs/ Little Red Hen *Write the story from another character's point of view. * Crime Report *Wanted Poster		*Their own version- The Little Red Bus in Newcastle/ St George's * A letter from a passenger on the bus Instructions/ How To guide/ booklet How to Catch Santa...How to Wash a Giraffe/ animal of their choice		*Letter writing *Diary entries		Debate – animals in zoos Character feeling		*Diary entry * Letters Holiday brochure		- Non chronological report about Penguins	
Key Teaching Focus NC												
Sentence structure	*Simple sentence structures *Re-reading sentences for sense *Yr 2Writing evidences: statements. Beginning to construct them appropriately		*Starting to vary the pattern of sentence openers across their writing. * 2 beginning to join words with and		*Join words using 'and' *Statements & Questions * improved use of and- because and so..		*Join words using 'and' *Sentences include simple clauses		*Using and, because and so to join clauses * Varying sentence openers Yr2-*Mostly uses a wider variation of sentence openers		*Evidence that they have re-read sentences to check that they make sense	

		Yr 2*Begin to use subordination (when, if, that, because) when writing sentences.	Yr2 *To construct exclamations accurately within guided writing Exclamations are beginning to appear within writing e.g. <i>What an amazing day we've had today! How amazing that is!</i> *Usually uses a wider variation of sentence openers e.g. <i>In a land far away..., It was a cold but sunny day...</i> *Begin to use adverbs to start a sentence e.g. <i>First, Next, Finally, Suddenly, Carefully, Slowly,</i>	Yr2 *Begin to use subordination (when, if, that, because) when writing sentences.	e.g. <i>In a land far away..., It was a cold but sunny day...</i> *Shows ability to use adverbs to start a sentence as appropriate to genre and context	Yr 2 *Shows ability to use adverbs to start a sentence as appropriate to genre and context.
Punctuation	*Spaces between words *Capital letters and full stops Yr2*Sentences are mostly demarcated using full stops and capital letters And beginning to use exclamation marks	*Use capital letters for names and places *Punctuate the end of a sentence with a full stop. Yr2*Beginning to use commas in a list *Beginning to use apostrophes to show contracted forms within independent writing	*Question marks *Exclamation marks Capital letter Pronoun I and characters names. Yr2*Sentences are mostly demarcated using full stops and capital letters Sentences are usually demarcated using question marks and exclamation marks	*Capital Letters (people and places) Yr 2*Sometimes uses apostrophes to show singular possession e.g. <i>The girl's book</i>	*Exclamation Marks Postcards *Capital letters for names and Days of the week Yr2*Sentences are mostly demarcated using full stops and capital letters Sentences are usually demarcated using question marks and exclamation marks	*Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Yr 2*Usually uses apostrophes to show contracted forms *Sometimes uses apostrophes to show singular possession e.g. <i>The girl's book</i>
Text Structure and Organisation	*Structure their writing using given scaffold Yr 2*A simple opening or ending is apparent	*Orally retell a familiar story and plan their own writing. Including the main events. *structure their own writing using a scaffold *Simple instruction sentences *Write relevant sentences under given sub-headings *Bullet points Yr 2 *Beginning to sequence and connect ideas through the use of simple time related words e.g. <i>First, next, then he, at last</i> *Usually groups related ideas together	*ideas relevant to diary entry Yr2 Mostly groups related ideas together	*Simple instructions written in the correct order *Writing under simple subheadings, bullet points and numbered steps) Yr2*Usually connects ideas and events through the use of time connectives	*Sequences sentences to form a short narrative Yr 2-Usually uses past and present tense correctly	*Compose sentences orally before writing them Yr 2*In non-fiction connects ideas through the use of numbered points, headings and line breaks
Composition and Effect	Words and phrases appropriate to the task Yr2 Noun phrases are appropriate to the genre and	*Use simple adjectives to describe Yr2 *Some adventurous word choice used to add detail (appropriate to task)	*repetitive pronoun/verb *uses simple adjectives in labels *words appropriate to task Yr2Content is generally relevant to the task (however there is	*Adjectives to describe people and places Yr2 *Writer is becoming more aware of viewpoint and indicates	*Simple adjectives within sentences Yr 2* Shows awareness of purpose of writing through choice of content which is relevant to	*Mostly uses words and phrases appropriate to task and topic Yr 2 * Shows awareness of purpose of writing through choice

	<i>purpose e.g. green leaf, colourful butterfly, beautiful girl</i>		<i>limited awareness of the reader and the content might be repetitive or fairly brief/limited)</i>	<i>this through simple statements, e.g. It is wrong to cut down the forests. We need to take care of our planet.</i>	<i>task, e.g. memories in a recount, informative points in a report, sequence of events in a story</i>	<i>of content which is relevant to task, e.g. memories in a recount, informative points in a report, sequence of events in a story</i>
Reading Spine (Other books to supplement the topic)	*Jim and the Beanstalk *Jack and the Jelly Bean Stalk *Jack and the Baked Bean Stalk *Other traditional Tales and those with twists. *The Three Little Wolves and the Big Bad Pig *The Three Little Aliens and The Big Bad Robot *The True Story of the Three Little Pigs. *Goldilocks and the Three Dinosaurs *Goldilocks and the one Bear *Cinderella's Sister and the Big Bad Wolf. Mr Wolves Pancakes.	*Dogger *How to Catch Santa *How to Babysit Grandad *My Mum is Fantastic *My Grandpa is Amazing *My Dad is Amazing	*Non-Fiction Texts Spiders	*Lost and Found Oliver Jeffers	* Marvin's Funny Dance	