

## Year 1 English Medium Term Plan

Reading and writing lessons will be delivered through a variety of high quality texts, to include written and visual texts. Suggested texts for each term may be used. However, teachers are free to choose their own texts in conjunction with the English coordinator.

Age appropriate conventions and objectives are repeated so that they can be used in different contexts and reinforced over the course of the year so that knowledge and skills are embedded. Therefore, comparisons can also be made between how learned conventions vary dependent on text type and intended purpose and impact and audience. Texts will become progressively more complex throughout the year.

See the text progression documents (as highlighted) to help with how to develop this text type for each year group.

Autumn Term	Spring Term	Summer Term
<p><b>Text types</b>  <b>Poetry-</b> Rhyme</p> <p><b>Fiction- traditional tales:</b> <i>Introduction to traditional tales (good over evil ... happily ever after)</i></p> <p><b>Non-fiction</b>            Postcards</p>	<p><b>Text types</b>  <b>Poetry-</b> Repetition</p> <p><b>Fiction:</b> Picture books with simple sentence and repeated refrains</p> <p><b>Non-fiction</b>            Lists/instructions</p>	<p><b>Text types</b>  <b>Poetry-</b> Senses</p> <p><b>Fiction:</b> Myths (and/or folk tales) and Legends</p> <p><b>Non-fiction</b>            Information texts- diagrams, headings, labels</p>
<p><b>Suggested texts</b>            Hansel and Gretel (traditional tale)            The Great Snortle Run - Claire Freedman            Dogger (history topic links)            Lost In The Toy Museum (history topic links)            Ruby's Worry (PSHE links)            Meerkat Mail (geography topic links)            Here We Are (geography topic links)</p>	<p><b>Suggested texts</b>            Brown Bear, Brown Bear, What Do You See?            Bill Martin Jnr and E Carle            Mrs Mole I'm Home (repetitive story structure)            Jack and the Beanstalk            Little Red Hen            The Magic Porridge Pot (traditional tale)            Maddie's Fridge (Global Goal)            Not now, Bernard – David McKee            Peace at last – Jill Murphy</p>	<p><b>Suggested texts</b>            The Owl and the Pussycat (poetry)            Just so stories and Tinga tales            Sally and the Limpet (environmental/ story/science)            Croc and Bird (PSHE links/science)            Stanley's Stick (imagination)            Simon Socks (PSHE links/PSHE/Friendship)            All Are Welcome (PSHE links)</p>

	The Very Hungry Caterpillar – E. Carle Dear Zoo – Rod Campbel	
<p><b>Little Wandle focus</b>  <b>Graphemes</b>  review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear  air er /z/ s –es words with two or more digraphs e.g. queen thicker  Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels  Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each  review longer words</p> <p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn  /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute  /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw  Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p><b>Tricky words</b>  Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today  their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p><b>Little Wandle focus</b>  <b>Graphemes</b>  /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder  /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey  Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa  /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk  /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*  /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there  /ur/ ear learn /r/ wr wrist /s/ st sc whistle science  Schwa at the end of words: actor  /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p><b>Tricky words</b>  any many again who whole where two school call different thought through friend work once laugh because eye</p>	<p><b>Little Wandle focus</b>  <b>Graphemes</b>  ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw  ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer  /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large  /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review</p> <p><b>Tricky words</b>  busy beautiful pretty hour move improve parents shoe</p>

<p><b>Spelling focus</b>  feel right + go <b>food hard + my</b> sort took + into  <b>down hear + out</b> light zoom <b>hair year + what</b>  chain march + she <b>queen sharp + me</b> chair shark  + love <b>better bucket</b> frog drum + they <b>splat</b>  <b>thinks + some</b> green brown + were <b>train paint +</b>  <b>sure</b> milk thump <b>day play + said</b> cloud sound +  you <b>boy joy + like</b> read treat + push <b>found</b>  <b>children</b> magnet popcorn + all <b>cartoon rabbit +</b>  <b>of</b> spray toy + one <b>proud say + here</b></p> <p>bird girl + their <b>pie tried + people</b> blue true + oh  <b>human unit + your</b> third cried <b>both go + Mr</b>  child kind + Mrs <b>basic acorn + Ms</b> fever me +  ask* <b>post paper</b> both go + Mr <b>child kind + Mrs</b>  basic acorn + Ms <b>fever me + ask*</b> post paper  <b>take same + could</b> time like + would <b>home woke</b>  <b>+ should</b> rude cute + our <b>made slide</b> these even  + house <b>new chew + mouse</b> shriek field + water  <b>claw draw + want</b> straw grew <b>time fried + sure</b>  spray game + some <b>open float + little</b> being  eating + what <b>prize straw</b></p>	<p><b>Spelling focus</b>  <b>happy funny + water</b> head bread + any <b>wheel</b>  <b>white + many</b> toe shoulder + again <b>carry</b>  <b>whisper</b> fly dry + who <b>grow yellow + whole</b>  huge magic + where <b>phone photo + two</b> why  show <b>bubble gentle + school</b> total petal + call  <b>face mice + different</b> give leave + ask <b>touch</b>  <b>won + thought</b> cheese noise + through <b>dance</b>  <b>horse + friend</b> key monkey + <b>work brother</b>  <b>money</b> fruit group + water <b>happy secret +</b>  <b>want</b> fizzy visit + could <b>follow groan + people</b>  amazing snowy</p> <p><b>word world + once</b> awful playful + <b>our share</b>  <b>square + laugh</b> floor door + their <b>poor dare</b>  catch itchy + because <b>picture nature + eye</b>  calf half + once <b>father nasty + our</b> beach fetch  <b>always small + who</b> difficult animal + whole  <b>swap watch + people</b> bear tear + thought  <b>wear squash</b> learn early + <b>any write wrong +</b>  <b>many</b> scent listen + two <b>colour actor + friend</b>  school echo + laugh <b>freeze squeeze + eye</b> ball  salt + once <b>again difficult + because</b> gigantic  different</p>	<p><b>Spelling focus</b>  play tray + they <b>made game + sure</b> sea treat +  pure <b>fever secret + said</b> sea <b>comic lie cried +</b>  <b>were</b> time like + one <b>both over + says</b> home  note + here <b>shock strip</b> blue true + today <b>new</b>  <b>flew + their</b> use rule + people <b>saw straw +</b>  <b>your</b> think stair <b>bread thread + any</b> bird girl +  many <b>sound out + who</b> joy annoy + whole  <b>shine spoiled</b> mind child + two <b>later baking +</b>  <b>eye</b> show grow + thought <b>music unit + through</b>  thorn goal <b>phone dolphin + friend</b> when white  + once <b>field shriek + our</b> gem magic + because  <b>wheel girl</b></p> <p>eight great + busy <b>know sign + beautiful</b>  thumb crumb + pretty <b>cheer steer + hour</b> grey  break <b>usual treasure + move</b> bridge dodge +  improve <b>crystal myth + parents</b> large change +  shoe <b>dodge charge station action + friend</b>  mission mansion + hour <b>special social + many</b>  precious + through <b>sneeze magician</b> naughty  before + <b>shoe choice final + parents</b> climbing  climbed + whole <b>large badge + move</b> daughter  adventure <b>science where + busy</b> special  magician + because <b>sweeping searched +</b>  <b>improve</b> colour again + beautiful <b>celebrate</b>  <b>mystery</b></p>
<p><b>Handwriting focus</b>  Ensure children are developing onto using a tripod grip where the child grips the pencil with their first finger and thumb, with the pencil resting on the the third finger.</p>	<p><b>Handwriting focus</b>  Ensure children are developing onto using a tripod grip where the child grips the pencil with their first finger and thumb, with the pencil resting on the the third finger.</p>	<p><b>Handwriting focus</b>  Ensure children are developing onto using a tripod grip where the child grips the pencil with their first finger and thumb, with the pencil resting on the the third finger.</p>

<p>Form lower-case letters starting from the correct place on the line.</p> <ul style="list-style-type: none"><li>• Set 1 letters: 'c o a d g f s q e'</li><li>• Set 2 letters: 'i l t j u y'</li><li>• Set 3 letters: 'b h k m n p r'</li><li>• Set 4 letters: 'v w x z'</li></ul>	<p>Write capital letters starting from the correct place on the line.</p> <ul style="list-style-type: none"><li>• capital letters 'F E H I T L A K V W X Y Z'</li><li>• capital letters 'M N B D C G O Q S P R U J'</li><li>• focusing on numbers 0-10</li></ul> <p>use spacing between words that reflects the size of the letters.</p>	<p>Recap on the position of the lowercase and capital letters.</p> <p>Write sentences where all the letters used are formed correctly and start in the correct position on the line.</p>
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