

Year 1 Medium Term Plan English

Composition, Handwriting, SPAG, Spelling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Term 1 Ourselves</p> <p>Terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Oral rehearsing about holiday</p> <p>- saying out loud what they are going to write about</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>Oral rehearsing about themselves</p> <p>- saying out loud what they are going to write about</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>Capital letters- names, I</p> <p>- form capital letters</p> <p>Capital letters for names and for the personal pronoun I</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>Labels- body parts</p> <p>- sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Separation of words with spaces</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>Adjectives about themselves/ family</p> <p>- begin to form lower- case letters in the correct direction, starting and finishing in the right place</p> <p>Separation of words with spaces</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>ASSESSMENT WEEK</p>	<p>Sentences about themselves with punctuation</p> <p>- composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>Sentences about others with punctuation</p> <p>- sequencing sentences to form short narratives</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p>
<p>Term 2 Toys Set text: Goldilocks</p> <p>Terminology:</p>	<p>Retelling Oral sequencing</p> <p>- saying out loud what they are</p>	<p>Sequencing through sentences</p> <p>- sequencing sentences to form short</p>	<p>ASSESSMENT WEEK</p>	<p>Characters</p> <p>- read aloud their writing clearly enough to be heard by their peers and the</p>	<p>Letters</p> <p>- sequencing sentences to form short narratives</p> <p>Introduction to</p>	<p>Following instructions, imperative verbs</p> <p>-discuss what they have</p>	<p>Lists and letters</p> <p>- sequencing sentences to form short narratives</p>	

<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>going to write about</p> <p>How words can combine to make sentences</p> <p>New consonant spellings ph and wh</p>	<p>narratives</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>New consonant spellings ph and wh</p>		<p>teacher</p> <p>Regular plural noun suffixes – s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>written with the teacher or other pupils</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	
<p>Term 3 Space</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Descriptions Characters and settings</p> <p>sequencing sentences to form short narratives</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Division of</p>	<p>Reports</p> <p>saying out loud what they are going to write about</p> <p>How words can combine to make sentences</p> <p>Compound words</p>	<p>Instructions</p> <p>composing a sentence orally before writing it</p> <p>Regular plural noun suffixes – s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Adding s and es</p>	<p>ASSESSMENT WEEK</p>	<p>Diaries</p> <p>discuss what they have written with the teacher or other pupils</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>Adding the endings –ing, –</p>	<p>Poems</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p>		

	words into syllables (2 syllable)		to words (plural of nouns and the third person singular of verbs)		ed and –er to verbs where no change is needed to the root word	Adding –er and –est to adjectives where no change is needed to the root word		
Term 4 Jungle letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark								
Term 5 Chatham: What’s it like to live here? letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Instructions- How to get from my house to school understand which letters belong to which handwriting ‘families’ and to practise these How words can combine to make sentences Compound Words	Letters form capital letters Capital letters for names and for the personal pronoun I Adding s and es to words (plural of nouns and the third person singular of verbs)	Information texts- landmarks, tourist attractions understand which letters belong to which handwriting ‘families’ and to practise these Introduction to capital letters, full stops, question marks and exclamation marks to demarcate	Persuasive writing- travel guide to Kent/ Chatham form digits 0-9 Joining words and joining clauses using and Compound Words	Poetry – poems about school/ Princes Park form digits 0-9 Separation of words with spaces Adding s and es to words (plural of nouns and the third person singular of verbs)			

			sentences					
			Division of words into syllables (2 syllable)					
<p>Term 6 Seaside/Pirates</p> <p>letter, capital letter</p> <p>word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>understand which letters belong to which handwriting 'families' and to practise these</p> <p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p>Adding the prefix –un</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p>Adding the prefix –un</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Joining words and joining clauses using <i>and</i></p> <p>Compound Words</p>	