**English Medium Term Planning - Year 1 Spring Term**

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| **Text** | **Objectives** | **Genres** | **Time** |
| *Tyrannosaurus Drip*  Julia Donaldson | To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  ● To apply phonic knowledge and skills as the route to decode words.  ● To read other words of more than one syllable that contain taught GPCs.  ● To discuss the significance of the title and events.  ● To make inferences on the basis of what is being said and done.  ● To predict what might happen on the basis of what has been read so far.  ● To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  ● To recognise and join in with predictable phrases.  ● To explain clearly their understanding of what is read to them.  ● To become familiar with, retell and consider the particular characteristics of stories.  ● To name the letters of the alphabet in order.  ● To begin to form lower-case letters using the correct direction, start and end points.  ● To understand the handwriting letter ‘families’ and to practise the letters in each.  ● To spell words containing each of the 40+ phonemes already taught.  ● To write sentences as dictated by the teacher that include words taught so far.  ● To sit correctly at a table, holding a pencil comfortably and correctly.  ● To write sentences by saying out loud what they are going to write about.  ● To leave spaces between words.  ● To begin to punctuate sentences using a capital letter and final punctuation.  ● To use the grammatical terminology in Appendix 2 in discussing their writing.  ● To sit correctly at a table, holding a pencil comfortably and correctly.  ● To discuss what they have written with the teacher or other children.  ● To form capital letters.  ● To write sentences by composing a sentence orally before writing it.  ● To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  ● To use letter names to tell apart alternative spellings of the same sound.  ● To spell words containing each of the 40+ phonemes already taught. | Narrative | 4 weeks |
| *Jack and the Beanstalk*  Various authors | ● To re-read books to build up their fluency and confidence in word reading.  ● To read words containing taught GPCs and end in ‘-s’, ‘-es’, ‘-ing’, ‘-ed’, ‘-er’ or ‘-est’.  ● To speedily match sounds to graphemes correctly, including alternative sounds.  ● To become familiar with, retell and consider the particular characteristics of stories.  ● To recognise and join in with predictable phrases.  ● To predict what might happen on the basis of what has been read so far.  ● To explain clearly their understanding of what is read to them.  ● To write sentences as dictated by the teacher that include words taught so far.  ● To learn the grammar in column 1 in Year 1 in Appendix 2.  ● To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  ● To speedily match sounds to graphemes correctly, including alternative sounds.  ● To make inferences on the basis of what is being said and done.  ● To spell common exception words.  ● To use the rule for adding ‘-s’ or ‘-es’ to pluralise nouns or singularise verbs.  ● To discuss what they have written with the teacher or other children.  ● To begin to punctuate sentences using a capital letter and final punctuation.  ● To sequence sentences to form short narratives.  To read words with contractions and understand that the apostrophe represents the omitted letter(s).  ● To spell words containing each of the 40+ phonemes already taught.  ● To use the prefix ‘un-’.  ● To form capital letters.  ● To use a capital letter for proper nouns and the personal pronoun *I*.  ● To compose a sentence orally before writing it.  ● To 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.  ● To read other words of more than one syllable that contain taught GPCs.  ● To use letter names to distinguish between alternative spellings of the same sound. | Narrative - Fairy  Stories  Non-Fiction – recipes, report writing | 6 weeks |
| Various poems – sensory, Spring/Easter themed | ● To read words containing taught GPCs and end in ‘-s’, ‘-es’, ‘-ing’, ‘-ed’, ‘-er’ or ‘-est’.  ● To apply phonic knowledge and skills as the route to decode words.  ● To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  ● To link what they read or hear read to their own experiences.  ● To use ‘-ing’, ‘-ed’, ‘-er’ and ‘-est’ where the spelling of the root word is unchanged.  ● To read aloud their writing clearly enough to be heard by the whole class.  ● To say out loud what they are going to write about.  ● To compose a sentence orally before writing it.  ● To join words and join sentences using *and*. | Poetry | 2 weeks |