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

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| **Text** | **Objectives** | **Genres** |
| *Meesha Makes Friends*  By Tom Percival | **Spoken language:**  • Listen and respond  • Ask relevant questions  • Build vocabulary  • Participate in discussions, presentations, performances, role-play, improvisations  and debates  **Reading comprehension:**  • Retell stories and consider their particular characteristics  • Discuss word meanings, linking new meanings to those already known  • Discuss the significance of the title and events  • Make inferences on the basis of what is being said and done  • Predict what might happen on the basis of what has been read so far  • Participate in discussion about what has been read to them  **Writing Composition:**  • Compose a sentence orally before writing it  • Sequence sentences to form short narratives  • Re-read what they have written to check that it makes sense  • Discuss what they have written with the teacher or other pupils  • Read aloud their writing clearly enough to be heard by their peers and the teacher | Recount – Diary Extract |
| *Katie In London*  By James Mayhew | **Spoken language:**  • Listen and respond  • Ask relevant questions  • Build vocabulary  • Participate in **discussions**, **presentations**, performances, **role-play**, improvisations and debates  **Reading comprehension:**  • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently  • Retell stories and consider their particular characteristics  • Make inferences on the basis of what is being said and done  • Predict what might happen on the basis of what has been read so far  • Participate in discussion about what has been read to them  **Writing Composition:**  • Compose a sentence orally before writing it  • Sequence sentences to form short narratives  • Re-read what they have written to check that it makes sense  • Discuss what they have written with the teacher or other pupils  • Read aloud their writing clearly enough to be heard by their peers and the teacher | Information Text – Non-chronological report |
| Traditional Rhymes  Winter & Christmas Poems | ● 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 learn to appreciate rhymes and poems, and to recite some by heart.  ● 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 use letter names to distinguish between alternative spellings of the same sound.  ● To apply simple spelling rules and guidelines, as listed in Appendix 1. | Narrative - poetry |