**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 |