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

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| **Text** | **Objectives** | **Genres** |
| *Somebody Swallowed Stanley*By Sarah Roberts | **Spoken language:**• Build vocabulary• Articulate and justify answers• Give well-structured descriptions, explanations and narratives• Participate in discussions, presentations, performances, role-play, improvisationsand debates**Reading comprehension:**• Learn to appreciate rhymes and poems• Discuss word meanings, linking new meanings to those already known• 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 discussions about what has been read to them• Explain clearly an understanding of what has been read to them**Writing composition:**• Say out loud what is going to be written about• Sequence sentences to form short narratives• Re-read what they have written and check that it makes sense• Discuss what has been written with the teacher or other pupils• Read writing aloud clearly enough to be heard by peers and the teacher• Spell words containing phonemes already taught• Spell common exception words | Non-Fiction – Fact files about sea creatures |
| *A Midsummer Night’s Dream*Adapted by Brooke Jorden | **Spoken language:**• Listen and respond• Ask relevant questions• Build vocabulary• Participate in discussions, presentations, performances, role-play, improvisationsand debates**Reading comprehension:**• Become familiar with key stories, fairy tales and traditional tales• 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:**• Re-read what they have written and 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• Spell words containing phonemes already taught• Spell common exception words | Fiction – Character descriptions |
| Water themed poemsSummer poems | ● To be encouraged to link what they read or hear read to their own experiences.● To listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.● To learn to appreciate rhymes and poems, and to recite some by heart.● To use letter names to tell apart alternative spellings of the same sound.● To compose a sentence orally before writing it.● To say out loud what they are going to write about. | poetry |