**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, improvisations  and 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, improvisations  and 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 poems  Summer 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 |