



Dean Bank Primary and Nursery School
 Medium Term Plan for English (Spring Term): Year 1 - 2023-24



<p>HPA - <u>Alfie, Amelia, Kayla, Tyson, Lila, Finley, Evelyn, Olivia-Jayne, Rory, Mason</u></p> <ul style="list-style-type: none"> • Handwriting/letter formation • Using finger spaces • Oral sentence work - hearing sounds in words and holding a sentence. • Building stamina • Using capital letters and full stops in writing consistently. 	<p>MPA - <u>Moses, Logan, Archie, Grayson, Rosie, Craig-Robert</u></p> <ul style="list-style-type: none"> • Handwriting/letter formation • Using finger spaces • Oral sentence work - hearing sounds in words and holding a sentence. • Developing their use and understanding of capital letters and full stops in writing. 	<p>LPA/SEND - <u>Chloe, Clarissa, Hunter, Caleb</u></p> <ul style="list-style-type: none"> • Oral sentence work - hearing sounds in words • Basic phoneme/grapheme correspondence • Handwriting/letter formation
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Spring 2024			
Diary Entry - 2 weeks			
<p>Spelling and Vocabulary: -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Y1 HFWs</p>	<p>Key Vocabulary: Sentence, finger space, makes sense, beginning, middle, end, order, story, fiction, non-fiction, capital letter, full stop, proper noun, pronoun, conjunction, diary, diary entry, to, from, character.</p>	<p>Reading: <u>Word Reading</u></p> <ul style="list-style-type: none"> • Responds with the correct sounds to known graphemes • Blends sounds aloud when attempting to read new words • Re-reads books to develop confidence • Uses picture clues to help when reading simple texts • Reads simple sentences with some fluency • Applies phonics knowledge to decode words • Reads words of more than one syllable that contain known GPC's on occasions <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to poems, stories and non-fiction making links to own experiences • Demonstrates understanding when talking with others about what they have read • Retells key stories, fairy stories and traditional tales through role play • Recognizes predictable phrases • Answers questions about stories read • Listens to simple rhymes and poems and joins in with others when reciting them • Identifies features of books, e.g. title, author etc. <p><u>Handwriting and presentation:</u></p> <ul style="list-style-type: none"> • Sits correctly at the table and holds a pencil comfortably and correctly -Distinguishes between lower case and capital letters in writing <p><u>Writing composition:</u></p>	<p>Clean Up Outcome:</p> <ul style="list-style-type: none"> • To produce a diary entry based on a character from the text.
<p>Spoken Language:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating 	<p>Objectives:</p> <ul style="list-style-type: none"> -I can begin to use capital letters for proper nouns and the pronoun I. -I can begin to use and to join words. 		

<p>and responding to comments</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English 		<ul style="list-style-type: none"> • Composes phrases and sentences orally • Organizes writing correctly (top to bottom, left to right) • Sequences short narratives orally and pictorially based on real and fictional experiences • Says out loud what is going to be written about -Shows an awareness of how full stops and capital letters are used in writing and reading. -Recognises and begins to use exclamation marks and question marks in writing. -Begins to use capital letters for proper nouns and the pronoun I. 	
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Fact File - 2 weeks

<p>Spelling and Vocabulary:</p> <p>-Follow Sounds-Write programme following initial assessments of children's phonic knowledge.</p> <p>-Year 1 High Frequency Words.</p> <p>-Spells some words ending in -y.</p>	<p>Key Vocabulary:</p> <p>Sentence, finger space, makes sense, information, fact, fact file, story, fiction, non-fiction, capital letters, full stop, proper noun, pronoun.</p>	<p><u>Reading:</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Responds with the correct sounds to known graphemes • Blends sounds aloud when attempting to read new words • Re-reads books to develop confidence • Uses picture clues to help when reading simple texts • Reads simple sentences with some fluency • Applies phonics knowledge to decode words • Reads words of more than one syllable that contain known GPCs on occasions 	<p>Clean Up</p> <p>Outcome:</p> <ul style="list-style-type: none"> • To produce a simple, yet informative, produce an informative fact file based on the class text and linked non-fiction texts studied.
<p>Spoken Language:</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Give well-structured descriptions. • Listen and respond appropriately to adults and their peers • Maintain conversation and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Speak audibly and fluently with an increasing command of Standard English 	<p>Objectives:</p> <p>-I can begin to use capital letters for proper nouns and the pronoun I.</p> <p>-I can begin to use 'and' to join words.</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to poems, stories and non-fiction making links to own experiences • Demonstrates understanding when talking with others about what they have read • Retells key stories, fairy stories and traditional tales through role play • Talks about books, using their own knowledge and information provided by the teacher • Recognises predictable phrases • Answers questions about stories read • Listens to simple rhymes and poems and joins in with others when reciting them • Identifies features of books, e.g. title, author etc. <p><u>Handwriting and presentation:</u></p> <ul style="list-style-type: none"> • Sits correctly at the table and holds a pencil comfortably and correctly - Distinguishes between lower case and capital letters in writing <p><u>Writing composition:</u></p> <ul style="list-style-type: none"> • Composes phrases and sentences orally and attempts to write them • Shows an awareness of how full stops are used in writing or reading • Organizes writing correctly (top to bottom, left to right) • Sequences short narratives orally and pictorially based on real and fictional experiences • Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. 	

Setting Description - 2 weeks

<p>Spelling and Vocabulary: -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. -Begins to spell the singular plural of words.</p>	<p>Key Vocabulary: Sentence, finger spaces, makes sense, story, full stops, capital letters, exclamation marks, question marks, setting, place, description/describe, adjectives, pronoun, proper noun, fiction, non-fiction.</p>	<p>Reading: <u>Word Reading</u></p> <ul style="list-style-type: none"> • Responds with the correct sounds to known graphemes • Blends sounds aloud when attempting to read new words • Re-reads books to develop confidence • Uses picture clues to help when reading simple texts • Reads simple sentences with some fluency • Applies phonics knowledge to decode words • Reads words of more than one syllable that contain known GPCs on occasions 	<p>The Enormous Turnip Outcome:</p> <ul style="list-style-type: none"> • To produce setting description based on the farm in the class text.
<p>Spoken Language:</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Give well-structured descriptions. • Listen and respond appropriately to adults and their peers • Maintain conversation and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Speak audibly and fluently with an increasing command of Standard English 	<p>Objectives:</p> <ul style="list-style-type: none"> • I can use capital letters for proper nouns and the pronoun I. • I can begin to use and to join words. 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to poems, stories and non-fiction making links to own experiences • Demonstrates understanding when talking with others about what they have read • Retells key stories, fairy stories and traditional tales through role play • Talks about books, using their own knowledge and information provided by the teacher • Recognises predictable phrases • Answers questions about stories read • Listens to simple rhymes and poems and joins in with others when reciting them • Identifies features of books, e.g. title, author etc. <p><u>Handwriting and presentation:</u></p> <ul style="list-style-type: none"> • Sits correctly at the table and holds a pencil comfortably and correctly - Distinguishes between lower case and capital letters in writing -Uses knowledge of handwriting 'families' to begin to form letters correctly. <p><u>Writing composition:</u></p> <ul style="list-style-type: none"> • Composes phrases and sentences orally • Shows an awareness of how full stops are used in writing or reading • Organizes writing correctly (top to bottom, left to right) • Sequences short narratives orally and pictorially based on real and fictional experiences • Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. 	
Instructions - 1 week			
<p>Spelling and Vocabulary: -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. -spells words with consonant digraphs and</p>	<p>Key Vocabulary: Sentence, finger spaces, full stop, capital letter, makes sense, story, adjectives, description/describe, instructions, order, beginning, middle, ending, fiction, non-fiction.</p>	<p>Reading: <u>Word Reading</u></p> <ul style="list-style-type: none"> • Responds with the correct sounds to known graphemes • Blends sounds aloud when attempting to read new words • Re-reads books to develop confidence • Uses picture clues to help when reading simple texts • Reads simple sentences with some fluency 	<p>The Enormous Turnip Outcome:</p> <ul style="list-style-type: none"> • To produce instructions on how to make turnip soup.

<p>some vowel diagraphs/ trigraph.</p>		<ul style="list-style-type: none"> • Applies phonics knowledge to decode words • Reads words of more than one syllable that contain known GPCs on occasions <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to poems, stories and non-fiction making links to own experiences • Demonstrates understanding when talking with others about what they have read • Retells key stories, fairy stories and traditional tales through role play • Talks about books, using their own knowledge and information provided by the teacher • Recognises predictable phrases • Answers questions about stories read • Listens to simple rhymes and poems and joins in with others when reciting them • Identifies features of books, e.g. title, author etc. 	
<p>Spoken Language:</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Give well-structured descriptions. • Listen and respond appropriately to adults and their peers • Maintain conversation and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Speak audibly and fluently with an increasing command of Standard English 	<p>Objectives:</p> <ul style="list-style-type: none"> -I can use capital letters for proper nouns and the pronoun I. -I can begin to use and to join words. 	<p><u>Handwriting and presentation:</u></p> <ul style="list-style-type: none"> • Sits correctly at the table and holds a pencil comfortably and correctly - Distinguishes between lower case and capital letters in writing -Uses knowledge of handwriting 'families' to begin to form letters correctly. <p><u>Writing composition:</u></p> <ul style="list-style-type: none"> • Composes phrases and sentences orally and attempts to write them • Shows an awareness of how full stops are used in writing or reading • Organizes writing correctly (top to bottom, left to right) • Sequences short narratives orally and pictorially based on real and fictional experiences • Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. 	
February Half Term			
Narrative - 2 weeks			
<p>Spelling and Vocabulary:</p> <ul style="list-style-type: none"> -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. -Begins to spell words with the /s/ sound spelt c before e, i and y 	<p>Key Vocabulary:</p> <p>Descriptive language, adjectives, stories/story, fiction, non-fiction, character, address, setting, place, narrative, beginning, middle, end, order, full stop, capital letter, exclamation mark, question mark, makes sense.</p>	<p><u>Reading:</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Responds with the correct sounds to known graphemes • Blends sounds aloud when attempting to read new words • Re-reads books to develop confidence • Uses picture clues to help when reading simple texts • Reads simple sentences with some fluency • Applies phonics knowledge to decode words 	<p>The Enormous Turnip Outcome:</p> <ul style="list-style-type: none"> • To produce instructions on how to make turnip soup.

<p>Spoken Language:</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Give well-structured descriptions. • Listen and respond appropriately to adults and their peers • Maintain conversation and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Speak audibly and fluently with an increasing command of Standard English 	<p>Objectives:</p> <ul style="list-style-type: none"> - I can use and to join words and clauses. -I can begin to sequence sentences to form short narratives. 	<ul style="list-style-type: none"> • Reads words of more than one syllable that contain known GPCs on occasions <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to poems, stories and non-fiction making links to own experiences • Demonstrates understanding when talking with others about what they have read • Retells key stories, fairy stories and traditional tales through role play • Talks about books, using their own knowledge and information provided by the teacher • Recognises predictable phrases • Answers questions about stories read • Listens to simple rhymes and poems and joins in with others when reciting them • Identifies features of books, e.g. title, author etc. <p><u>Handwriting and presentation:</u></p> <ul style="list-style-type: none"> • Sits correctly at the table and holds a pencil comfortably and correctly - Distinguishes between lower case and capital letters in writing -Uses knowledge of handwriting 'families' to begin to form letters correctly. <p><u>Writing composition:</u></p> <ul style="list-style-type: none"> • Composes phrases and sentences orally • Shows an awareness of how full stops are used in writing or reading • Organizes writing correctly (top to bottom, left to right) • Sequences short narratives orally and pictorially based on real and fictional experiences • Says out loud what is going to be written about -Begins to write short narratives based on real and fictional experiences -Includes a simple beginning, middle and end in writing -Recognises and begins to use exclamation marks and question marks in writing. 	
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Diary Entry - 1 week

<p>Spelling and Vocabulary:</p> <p>Follow Sounds-Write programme following initial assessments of children's phonic knowledge.</p> <p>-Year 1 High Frequency Words.</p> <p>-Spells words with some consonant digraphs and some vowel digraphs.</p>	<p>Key Vocabulary:</p> <p>Sentence, finger space, makes sense, beginning, middle, end, order, story, fiction, non-fiction, capital letter, full stop, proper noun, pronoun, conjunction, diary, diary entry, to, from, character.</p>	<p><u>Reading:</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Responds with the correct sounds to known graphemes • Blends sounds aloud when attempting to read new words • Re-reads books to develop confidence • Uses picture clues to help when reading simple texts • Reads simple sentences with some fluency • Applies phonics knowledge to decode words • Reads words of more than one syllable that contain known GPCs on occasions <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to poems, stories and non-fiction making links to own experiences • Demonstrates understanding when talking with others about what they have read • Retells key stories, fairy stories and traditional tales through role play • Talks about books, using their own knowledge and information provided by the teacher • Recognises predictable phrases 	<p>The Enormous Turnip</p> <p>Outcome:</p> <ul style="list-style-type: none"> • To produce instructions on how to make turnip soup.
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Give well-structured descriptions. 	<p>Objectives:</p> <ul style="list-style-type: none"> -I can use and to join words and clauses. -I can recognise and use question marks and exclamation marks in my writing. 		

<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Maintain conversation and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Speak audibly and fluently with an increasing command of Standard English 		<ul style="list-style-type: none"> • Answers questions about stories read • Listens to simple rhymes and poems and joins in with others when reciting them • Identifies features of books, e.g. title, author etc. • Begins to make simple inferences (e.g. from pictures, objects, stories, etc.) <p><u>Handwriting and presentation:</u></p> <ul style="list-style-type: none"> • Sits correctly at the table and holds a pencil comfortably and correctly - Distinguishes between lower case and capital letters in writing -Uses knowledge of handwriting 'families' to begin to form letters correctly. <p><u>Writing composition:</u></p> <ul style="list-style-type: none"> • Composes phrases and sentences orally and attempts to write them • Shows an awareness of how full stops are used in writing or reading • Organizes writing correctly (top to bottom, left to right) • Sequences short narratives orally and pictorially based on real and fictional experiences • Says out loud what is going to be written about -Begins to write short narratives based on real and fictional experiences -Includes a simple beginning, middle and end in writing -Recognises and begins to use exclamation marks and question marks in writing. -Divides words into syllables. 	
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Narrative - 2 weeks

<p>Spelling and Vocabulary:</p> <ul style="list-style-type: none"> -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. -Begins to spell the singular plural of words. 	<p>Key Vocabulary:</p> <p>Sentence, finger spaces, makes sense, text, narrative, story, adjectives, information, character, beginning, middle, ending, order, fiction, non-fiction, full stops, capital letters, pronoun, plural/singular plural, exclamation mark, question mark, conjunction, proper noun.</p>	<p><u>Reading:</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Responds with the correct sounds to known graphemes • Blends sounds aloud when attempting to read new words • Re-reads books to develop confidence • Uses picture clues to help when reading simple texts • Reads simple sentences with some fluency • Applies phonics knowledge to decode words • Reads words of more than one syllable that contain known GPCs on occasions 	<p>The Enormous Turnip</p> <p>Outcome:</p> <ul style="list-style-type: none"> • To produce instructions on how to make turnip soup.
<p>Spoken Language:</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Give well-structured descriptions. • Listen and respond appropriately to adults and their peers • Maintain conversation and participate 	<p>Objectives:</p> <ul style="list-style-type: none"> - I can recognise and use question marks and exclamation marks in my writing. -I can begin to sequence sentences to form short narratives. 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to poems, stories and non-fiction making links to own experiences • Demonstrates understanding when talking with others about what they have read • Retells key stories, fairy stories and traditional tales through role play • Talks about books, using their own knowledge and information provided by the teacher • Recognises predictable phrases • Answers questions about stories read • Listens to simple rhymes and poems and joins in with others when reciting them • Identifies features of books, e.g. title, author etc. • Begins to make simple inferences (e.g. from pictures, objects, stories, etc.) <p><u>Handwriting and presentation:</u></p>	

<p>actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English 		<ul style="list-style-type: none"> • Sits correctly at the table and holds a pencil comfortably and correctly - Distinguishes between lower case and capital letters in writing -Uses knowledge of handwriting 'families' to begin to form letters correctly. <p><u>Writing composition:</u></p> <ul style="list-style-type: none"> • Composes phrases and sentences orally and attempts to write them • Shows an awareness of how full stops are used in writing or reading • Organizes writing correctly (top to bottom, left to right) •Sequences short narratives orally and pictorially based on real and fictional experiences •Says out loud what is going to be written about -Begins to write short narratives based on real and fictional experiences -Includes a simple beginning, middle and end in writing -Recognises and begins to use exclamation marks and question marks in writing. -Divides words into syllables. 	
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