



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



<p>HPA - <u>Alfie, Amelia, Kayla, Tyson, Lila, Finley, Evelyn, 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, Clarissa</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, 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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Summer Term 2024			
Recount - 2 weeks			
<p>Spelling and Vocabulary: -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Y1 HFWs -Spells days of the week</p>	<p>Key Vocabulary: Sentence, finger space, makes sense, beginning, middle, end, order, fiction, non-fiction, capital letter, full stop, finger space, proper noun, pronoun, conjunction, recount, character, prefix, suffix, text, exclamation mark, question mark.</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 • Re-reads what has been written to check it makes sense <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. • Re-reads what has been written to check it makes sense <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. -Forms capital letters correctly. 	<p>Julian is a Mermaid</p> <p>Outcome:</p> <ul style="list-style-type: none"> • To produce a simple recount of 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 	<p>Objectives: -I can use suffixes to show plural nouns (-ing, -ed, -er/-er, -est). -I can use the prefix un- to change the meaning of verbs and adjectives.</p>		

<p>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 		<p>-Begins to form lower case letters in the correct direction, starting and ending in the right place.</p> <p><u>Writing composition:</u></p> <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; sequences sentences to form short narratives • Says out loud what is going to be written about <p>-Recognises and begins to use exclamation marks and question marks in writing.</p> <p>-Writes a sentence that makes sense using capital letters and full stops; usually uses capital letters for names of people, places, days of the week and I.</p> <p>-Makes phonetically plausible attempts of new words.</p> <p>-Begins to use question marks and exclamation marks in writing.</p> <p>-Uses <i>and</i> to join words and clauses.</p>	
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Character Description - 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 days of the week</p>	<p>Key Vocabulary:</p> <p>Descriptive language, adjectives, stories/story, fiction, non-fiction, character, beginning, middle, end, order, full stop, capital letter, exclamation mark, question mark, makes sense, prefix, suffix, pronoun, proper noun, description/describe, text.</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 GPC's on occasions • Re-reads what has been written to check it makes sense <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. • Re-reads what has been written to check it makes sense <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 <p>-Distinguishes between lower case and capital letters in writing.</p> <p>-Forms capital letters correctly.</p> <p>-Begins to form lower case letters in the correct direction, starting and ending in the right place.</p> <p><u>Writing composition:</u></p> <ul style="list-style-type: none"> • Composes phrases and sentences orally • Organizes writing correctly (top to bottom, left to right) 	<p>Julian is a Mermaid</p> <p>Outcome:</p> <ul style="list-style-type: none"> • To produce a simple character description based on Julian from the 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 	<p>Objectives:</p> <p>-I can use suffixes to show plural nouns. (-ing, -ed, -er/-er, -est).</p> <p>-I can use the prefix un- to change the meaning of verbs and adjectives.</p>		

<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"> •Sequences short narratives orally and pictorially based on real and fictional experiences; sequences sentences to form short narratives •Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. -Writes a sentence that makes sense using capital letters and full stops; usually uses capital letters for names of people, places, days of the week and I. -Makes phonetically plausible attempts of new words. -Begins to use question marks and exclamation marks in writing. -Uses <i>and</i> to join words and clauses. 	
Narrative - 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 days of the week</p>	<p>Key Vocabulary:</p> <p>Descriptive language, adjectives, stories/story, fiction, non-fiction, character, setting, place, narrative, beginning, middle, end, order, full stop, capital letter, finger space, exclamation mark, question mark, makes sense, prefix, suffix, pronoun, proper noun, description/describe, plot, text.</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 GPC's on occasions • Re-reads what has been written to check it makes sense <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. • Re-reads what has been written to check it makes sense <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. -Forms capital letters correctly. -Begins to form lower case letters in the correct direction, starting and ending in the right place. <p><u>Writing composition:</u></p> <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; sequences sentences to form short narratives •Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. -Writes a sentence that makes sense using capital letters and full stops; usually uses capital letters for names of people, places, days of the week and I. 	<p>Anna Hibiscus' Song</p> <p>Outcome:</p> <ul style="list-style-type: none"> • To produce a simple narrative based on the text/themes from the 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 suffixes to show plural nouns. (-ing, -ed, -er/-er, -est). -I can use the prefix un- to change the meaning of verbs and adjectives. 		

		<ul style="list-style-type: none"> -Makes phonetically plausible attempts of new words. -Begins to use question marks and exclamation marks in writing. -Uses <i>and</i> to join words and clauses. 	
Poem - 1 week			
<p>Spelling and Vocabulary: -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. -Spells days of the week</p>	<p>Key Vocabulary: Sentence, finger spaces, full stop, capital letter, makes sense, story, adjectives, description/describe, order, beginning, middle, ending, stanza, poem, fiction, non-fiction.</p>	<p><u>Reading:</u> <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 • Re-reads what has been written to check it makes sense <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. • Re-reads what has been written to check it makes sense <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. -Forms capital letters correctly. -Begins to form lower case letters in the correct direction, starting and ending in the right place. <p><u>Writing composition:</u></p> <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; sequences sentences to form short narratives • Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. -Writes a sentence that makes sense using capital letters and full stops; usually uses capital letters for names of people, places, days of the week and I. -Makes phonetically plausible attempts of new words. -Begins to use question marks and exclamation marks in writing. 	<p>Anna Hibiscus' Song Outcome:</p> <ul style="list-style-type: none"> • To produce a simple poem based on the text/key themes or features from the 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 suffixes to show plural nouns. (-ing, -ed, -er/-er, -est). - I can use the prefix un- to change the meaning of verbs and adjectives. 		

		-Uses <i>and</i> to join words and clauses.	
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May Half Term

Recount - 2 weeks

<p>Spelling and Vocabulary: -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. -Spells some words ending in -tch</p>	<p>Key Vocabulary: Sentence, finger space, makes sense, beginning, middle, end, order, fiction, non-fiction, capital letter, full stop, proper noun, pronoun, conjunction, recount, character, prefix, suffix, text, exclamation mark, question mark.</p>	<p><u>Reading:</u> <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 • Re-reads what has been written to check it makes sense <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. • Re-reads what has been written to check it makes sense <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. -Forms capital letters correctly. -Begins to form lower case letters in the correct direction, starting and ending in the right place. <p><u>Writing composition:</u></p> <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; sequences sentences to form short narratives • Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. 	<p>Where the Wild Things Are Outcome:</p> <ul style="list-style-type: none"> • To produce a simple recount based on 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: -I can use compound words in my writing.</p>		

		<p>-Writes a sentence that makes sense using capital letters and full stops; usually uses capital letters for names of people, places, days of the week and I. -Makes phonetically plausible attempts of new words. -Begins to use question marks and exclamation marks in writing. -Uses <i>and</i> to join words and clauses.</p>	
Character Description – 2 weeks			
<p>Spelling and Vocabulary: Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. - Spells some words ending in -tch</p>	<p>Key Vocabulary: Descriptive language, adjectives, stories/story, fiction, non-fiction, character, beginning, middle, end, order, full stop, capital letter, exclamation mark, question mark, makes sense, prefix, suffix, pronoun, proper noun, description/describe, text.</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 • Re-reads what has been written to check it makes sense 	<p>Where the Wild Things Are Outcome:</p> <ul style="list-style-type: none"> • To produce a character description based on a character from the 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: -I can use compound words in my writing.</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 • 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. • Re-reads what has been written to check it makes sense <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. -Forms capital letters correctly. -Begins to form lower case letters in the correct direction, starting and ending in the right place. <p><u>Writing composition:</u></p> <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; sequences sentences to form short narratives • Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. -Writes a sentence that makes sense using capital letters and full stops; usually uses capital letters for names of people, places, days of the week and I. -Makes phonetically plausible attempts of new words. -Begins to use question marks and exclamation marks in writing. -Uses <i>and</i> to join words and clauses. 	

Narrative - 3 weeks

<p>Spelling and Vocabulary: -Follow Sounds-Write programme following initial assessments of children's phonic knowledge. -Year 1 High Frequency Words. - Spells some words ending in -tch</p>	<p>Key Vocabulary: Descriptive language, adjectives, stories/story, fiction, non-fiction, character, setting, place, narrative, beginning, middle, end, order, full stop, capital letter, finger space, exclamation mark, question mark, makes sense, prefix, suffix, pronoun, proper noun, description/describe, plot, text.</p>	<p><u>Reading:</u> <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 • Re-reads what has been written to check it makes sense <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. • Re-reads what has been written to check it makes sense <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. -Forms capital letters correctly. -Begins to form lower case letters in the correct direction, starting and ending in the right place. <p><u>Writing composition:</u></p> <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; sequences sentences to form short narratives • Says out loud what is going to be written about -Recognises and begins to use exclamation marks and question marks in writing. -Writes a sentence that makes sense using capital letters and full stops; usually uses capital letters for names of people, places, days of the week and I. -Makes phonetically plausible attempts of new words. -Begins to use question marks and exclamation marks in writing. -Uses <i>and</i> to join words and clauses. 	<p>Where the Wild Things Are</p> <p>Outcome:</p> <ul style="list-style-type: none"> • To produce a simple narrative based on 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: -I can use compound words in my writing.</p>		