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| **Year 1 Literacy Medium Term Plan (Handa’s Hen)** | | | | |
| **Narrative** | **Term 2** | **Suggested Written Outcomes** | **Objectives/ non-negotiables** |
| * Pull out the adjectives from the story. Use in different contexts. * Story map the journey on large rolls of paper. * Walk through the story, rehearsing the repeated story pattern. * Role play being the characters from the book. Create a mini-play. * Create a POW strip design of dialogue for characters. * Look at other cumulative stories. * Compare and contrast to Handa’s surprise. * Look at some of the traditional foods, dances, clothes, houses and landscapes of Africa linked to topic. * Find your own safari animals and ways to describe them. * Add innovated animals at each stage. Rehearse with innovations. * Let them create their own innovated versions. * Use puppet pals or Explain Everything to animate their own stories. | * A recount of Handa’s journey with innovated animals. | * Sequences events to form a short narrative. * **The piece is cohesive.** * Is able to re-read the account to others. * Joins some sentences with and or because. * Extends on a noun with a simple adjective. * Uses a capital letter, finger spaces and a full stop. * Spells the common exception words taught correctly. * Where a word has not been taught, phonic knowledge is applied. * Uses a capital letter for names in a story. * Capital letters are bigger than other letters. * A pencil is held correctly. * Lower case letters start and finish in the right place. * A basic retelling of a model text has informed some vocabulary choices. * Sentences are planned either orally or in draft. * Pupils can retell a model text by heart. * With support, some children can identify missing capital letters and full stops. * Pupils can sequence a short story into beginning, middle and end. |
| **Non-fiction 1** | * Look at non-fiction books and learn the features. * Order and organise non-fiction information under simple headings. * Fill in missing boxes from a given example (interesting fact, missing labels, what they eat etc). Come together to present the whole piece. * Learn to signify a simple fact file. * Create headings for given facts. * Research an animal from a small selection. * Present their fact to others. * Edit a fact file for missing punctuation. * Learn some subject specific vocab for non-fictional reports. Create a class bank. * Use some exciting word choices and play games with their facts (If you say ‘Interestingly’, they give a fact about their animal to complete the sentence). * Advance the more able to two adjectives. Let them join word cards together to describe given animals (small spotty, big stripy, tall brown etc). | * A fact file on their chosen safari animal | * Pupils can sequence sentences to form a short non-fiction piece. * **The piece is cohesive.** * Pupils can understand that a heading links to the information given. * Pupils can understand simple differences between fiction and non-fiction and identify some non-fictional features of information, photographs, headings, labels and title. * Pupils can retell a short non-fiction piece by heart. * Some of their vocabulary choices are influenced by a model text. * Is able to re-read their information to others. * Joins some sentences with and or because. * Extends on a noun with a simple adjective. * Uses a capital letter, finger spaces and a full stop. * Spells the common exception words taught correctly. * Where a word has not been taught, phonic knowledge is applied. * Capital letters are bigger than other letters. * A pencil is held correctly. * Lower case letters start and finish in the right place. * With support, some children can identify missing capital letters and full stops. |
| **Non-fiction 2** | * Look at letters and the style of writing. What do they notice? * Read letters and match to writers. Inference based. * Write letters to each other. Learn the basic of Dear… . and signing off. Possibly a secret letter game. * Create a comparison of Africa/Hull. What could they tell somebody from an African country about themselves? * Create a pic collage or art piece of things they would like to share (favourite foods, house, family, school). * Me Tree. With a photograph of them at the centre, branch out simple sentences about them. Challenge-start your sentences in different ways. * Class question base for anything they’d like to know. Grammar lessons on questions and statements. * Hot seat to embed questions. * Signify a letter to embed language features. | * Letters to Africa | * Sequences short sentences to create a letter about themselves and their experiences. * **The piece is cohesive.** * Pupils understand the basic function of a letter. * Pupils understand the basic features of address, greeting and signing off. * Is able to re-read the letter to others. * Joins some sentences with and or because. * Extends on a noun with a simple adjective. * Uses a capital letter, finger spaces and a full stop. * Spells the common exception words taught correctly. * Where a word has not been taught, phonic knowledge is applied. * Uses a capital letter for names. * Capital letters are bigger than other letters. * A pencil is held correctly. * Lower case letters start and finish in the right place. * A basic retelling of a model letter has informed some vocabulary choices. * Sentences are planned either orally or in draft. * Pupils can retell a model letter by heart. * With support, some children can identify missing capital letters and full stops. |
| **Poetry** | * Create ‘sense stations’ and explore what you can hear, see, taste, touch, smell. * Have a walk through an imaginary African landscape. Group posters for each sense. * Create an adjective bank for each sense. * Create a sense art piece where they include what they could hear, see, smell, touch, taste. * Learn to recite a WAGOLL poem. * Try reciting the poem in all different ways (fast, slow, loud, high). * Model how to use gestures and expression. * Set group challenges for a WAGOLL reading. * Provide a new bank of exciting word choices for them to magpie from. * Enjoy and appraise a range of linked poetry. | * A short sense poem related to all 5 senses. | * Speak with increasing audibility and fluency. * Participate in a presentation. * Learning to appreciate rhymes and poems and to recite some by heart. * Participate in discussions about what is read to them, taking turns and listening to what others say. * Listening to a range of poems beyond what they can read independently. * Explain clearly their understanding of what is read to them. * Discussing word meanings and linking to those already known. * Describe and explain their viewpoint with increasing sophistication.   As above writing expectations. |
| **Choose a book**  **(invent)** | Choose a book related to theme or based on class interest. Produce one piece of **independent** written evidence for assessment purposes, based on the skills already covered within the term. Use to set targets for the following term. | | |