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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.
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| **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.
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| **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.
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| **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.  |