

## Year 1 Literacy Medium Term Plan (The Lighthouse Keeper's Lunch)

	Term 3	Suggested Written Outcomes	Objectives/ non-negotiables
<p><b>Narrative (short story)</b></p>	<ul style="list-style-type: none"> <li>• Create a book review to focus on interest of the text</li> <li>• Learn to recite the story with signifiers</li> <li>• Pull out tricky vocab and explore the meanings of them. Link to familiar synonyms to aid understanding</li> <li>• Box-up the story into 3 parts. Let groups re-tell their part of the story on large sheets. Come together for a class re-telling</li> <li>• Act out a scene given from an image in the book in groups</li> <li>• Create character profiles for the 3 main characters, building an adjective bank as a class</li> <li>• Identify nouns, adjectives and verbs from the text</li> <li>• Create 3 new characters to replace the main.</li> <li>• Retell the story as a class using people's innovations.</li> <li>• As a class, create new dishes for each day (one of them disgusting). Innovate the whole story with changes they have created as a model.</li> <li>• Create a recipe for a disgusting new sandwich, filled with things they don't like to eat (nice for list and adjective work).</li> <li>• Using signifying story strips (where needed), innovate the main story with their own individual changes.</li> </ul>	<ul style="list-style-type: none"> <li>• A short-innovated story included opening, problem, solution</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are now holding a pencil correctly or support has been offered to strengthen a grip</li> <li>• Pupils can plan a sentence by saying it out loud</li> <li>• Pupils can sequence events to form a short 3-stage story</li> <li>• Pupils can join some sentences with conjunctions and/because where appropriate</li> <li>• Pupils can use adjectives to describe some nouns</li> <li>• Pupils are able to sort between an adjective, noun and verb with some support</li> <li>• Pupils can use the suffix 'ed' for simple words in the story (packed, fastened) and can identify how this changes a word from present to past</li> <li>• Pupils can understand how adding the prefix 'un' to these words changes the meaning to the opposite.</li> <li>• Pupils use capital letters for names</li> <li>• Pupils write capital letters that are the correct size in relation to the other letters</li> <li>• Pupils can form letters with cursive leads or are working towards this with teacher models and support</li> <li>• Pupils apply the CEWs taught and other words attempted apply taught phonic sounds</li> <li>• Pupils can write sentences that begin with a capital letter and end with a full stop with decreasing prompting</li> <li>• Pupils use finger spaces so their work is clear to read</li> <li>• Pupils can read their work to another</li> <li>• With support, a pupil can identify a simple mistake using a sentence checker (e.g. missing word or capital letter)</li> <li>• <b>The piece is cohesive</b></li> </ul>

<p><b>Non-fiction 1</b> <b>(real-life recount)</b></p>	<ul style="list-style-type: none"> <li>• Draw story maps from the day</li> <li>• Create individual booklets using an app, including their favourite pictures from the trip and additional text for what was happening in those pictures</li> <li>• Go on a walkthrough of the day in actions</li> <li>• Order pictures from the day under adverbials of time</li> <li>• Use adverbs to fill in a cloze recount from a day at school, apply to their story map</li> <li>• Look at a model recount</li> <li>• Collect a bank of past tense verbs for all to use, including some irregular (ate, drove, sat, saw)</li> <li>• Box events of the day with key ideas for what to include in each section/sentence</li> <li>• Create sentence strips for things they did on the day, get them to order them chronologically</li> <li>• Create sentence starters for them to extend with because (We had to walk far because... It was so much fun because...) There may be a range of alternative endings for the same starter.</li> </ul>	<ul style="list-style-type: none"> <li>• A recount of a school trip</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are now holding a pencil correctly or support has been offered to strengthen a grip</li> <li>• Pupils can plan a sentence by saying it out loud</li> <li>• Pupils can sequence events to form a short recount</li> <li>• Pupils can join some sentences with conjunctions and/because where appropriate</li> <li>• Pupils can use the suffix 'ed' to show events happened in the past. Some understanding of irregular past tense verbs as taught</li> <li>• Pupils use capital letters for pronoun 'I'</li> <li>• Pupils use capital letters for names</li> <li>• Pupils write capital letters that are the correct size in relation to the other letters</li> <li>• Pupils can form letters with cursive leads or are working towards this with teacher models and support</li> <li>• Pupils apply the CEWs taught and other words attempted apply taught phonic sounds</li> <li>• Pupils can write sentences that begin with a capital letter and end with a full stop with decreasing prompting</li> <li>• Pupils use finger spaces so their work is clear to read</li> <li>• Pupils can read their work to another</li> <li>• With support, a pupil can identify a simple mistake using a sentence checker (e.g. missing word or capital letter)</li> <li>• <b>The piece is cohesive</b></li> </ul>
<p><b>Non-fiction 2</b> <b>(diary extract)</b></p>	<ul style="list-style-type: none"> <li>• Look at simple diary extracts to get a 'feel' for the text type</li> <li>• Learn a diary extract through imitation/signifying</li> <li>• Create extracts from the class text and match to the owner (I was dangling in a basket above the sea!)</li> <li>• Look at the role of the lighthouse keeper- a day in the life of...role play. Become the character</li> <li>• Order and sequence a set of events from one of the characters (a</li> </ul>	<ul style="list-style-type: none"> <li>• A diary extract from a seagull, Mr Grinling or Hamish (or) A day in the life of Grace Darling</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are now holding a pencil correctly or support has been offered to strengthen a grip</li> <li>• Pupils can plan a sentence by saying it out loud</li> <li>• Pupils can sequence events to form a short recount in diary form</li> <li>• Pupils can join some sentences with conjunctions and/because where appropriate</li> <li>• Pupils can use adjectives to describe some nouns</li> <li>• Pupils can use the suffix 'ed' to show events happened in the past. Some understanding of irregular past tense verbs as taught</li> </ul>

	<p>lighthouse keeper/cat/seagull) as a class model)</p> <ul style="list-style-type: none"> <li>• Identify features (time adverbials/conjunctions/adjectives)</li> <li>• Time connective detective. Find and highlight task. Create a class list. Find and replace in model diary.</li> <li>• Create a class diary for a day. At the end of each transition, stop and build a short extract on the board together. Read at the end of the day as a whole piece</li> <li>• Box up the day of one character as a structure</li> <li>• Isolate one event and do a simple sentence. Build on it as a class</li> <li>• Create word banks associated with the different emotions the character goes through (angry, upset, tired, scared)- washing line</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can make opposite meanings from adding the prefix 'un'</li> <li>• Pupils use capital letters for pronoun 'I'</li> <li>• Pupils can form letters with cursive leads or are working towards this with teacher models and support</li> <li>• Pupils use capital letters for names</li> <li>• Pupils write capital letters that are the correct size in relation to the other letters</li> <li>• Pupils apply the CEWs taught and other words attempted apply taught phonic sounds</li> <li>• Pupils can write sentences that begin with a capital letter and end with a full stop with decreasing prompting</li> <li>• Pupils use finger spaces so their work is clear to read</li> <li>• Pupils can read their work to another</li> <li>• With support, a pupil can identify a simple mistake using a sentence checker (e.g. missing word or capital letter)</li> <li>• <b>The piece is cohesive</b></li> <li>•</li> </ul>
<p><b>Poetry (calligrams)</b></p>	<ul style="list-style-type: none"> <li>• Look at calligrams. Can we guess what it might be about using the shape of the object?</li> <li>• Simple calligrams based on our silhouettes. What makes us... us?</li> <li>• Word collecting for seaside theme.</li> <li>• Senses game related to seaside objects. Use senses to generate words for poetry.</li> <li>• Enjoy a range of poems in different styles/shapes and appraise. Magpie interesting words that they like along the way</li> <li>• Act out poetry and signify to enliven. Model WAGOLL for reading aloud.</li> <li>• Learn one by heart and recite in groups. Feedback on our presentation, fluency and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• A calligram (shape poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can speak with increasing audibility and fluency.</li> <li>• Pupils can participate in a presentation.</li> <li>• Pupils are learning to appreciate rhymes and poems and to recite some by heart.</li> <li>• Pupils can participate in discussions about what is read to them, taking turns and listening to what others say.</li> <li>• Pupils are listening to a range of poems beyond what they can read independently.</li> <li>• Pupils can explain clearly their understanding of what is read to them.</li> <li>• Pupils can discuss word meanings and link to those already known.</li> <li>• Pupils can describe and explain their viewpoint with increasing sophistication.</li> </ul> <p>Any written work done in this unit must adhere to the non-negotiables for the year group where appropriate</p>

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|  | <ul style="list-style-type: none"><li>• Create calligrams for given shapes. To fill in the blank spaces with their chosen words.</li><li>• Create shapes for a bank of given words.</li><li>• Write in different ways following different lines (curves, in circles, around the sides of paper)</li><li>• Look at examples of autological words (words that match what they say) and have fun creating spiky, furry, cold, hot etc.</li></ul> |  |  |
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