

Year 1 Literacy Medium Term Plan

	Term 1	Suggested Written Outcomes	Objectives/ non-negotiables
<p>Non-Fiction Labels and captions</p>	<p><u>The Journey Home from Grandpa's</u></p> <ul style="list-style-type: none"> • Read the class text and focus in on where the characters have been and where they are going. • Create family trees and label family. • Share photographs of families. Build speaking and listening skills as they talk about their family to the class. • Have a day where a special family member can come to class. • Make plans and models of their houses and label with features. Create a street scene to display in the corridor. Display plan alongside (this might be a nice parent day). • Look at the adjectives in the book. Match adjectives to the location from the book. Use for label making for their own house. • Link to geography and maps of local area. What is in our local area? Add public buildings and familiar landmarks (including the school) to their street scene. Local area walk. • Focus in on one of their family members. Create simple sentences using adjectives that describe them. • Create feature planners for their chosen family member (appearance, special qualities, favourite food etc) 	<ul style="list-style-type: none"> • Labels for a family tree and home. • Simple sentences to describe. 	<ul style="list-style-type: none"> • Discusses word meanings and links to those already known. • Applies taught phonic rules. • Identifies an adjective describes a noun. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place. • Forms capital letters of the correct height. • Understands which letters belong to which handwriting families and practises these. • Says out loud what they are going to write about, counting each word. • Composes sentences orally before writing them. • Re-reads what they have written to check that it makes sense. • Reads their writing aloud, clearly enough to be heard by their peers and the teacher.

<p>Fiction Narrative</p>	<ul style="list-style-type: none"> • Learn this tale in depth using punctuated signifiers. Showcase. • Learn to sing the song to aid recall. • Create a large map out the journey home from Grandpa's. First, then, after. • Write about special places they have travelled to. • Look at different locations (town, countryside, city, coast). What would they see in each? • Choose different locations as a class to replace the existing. • Pick out all the adjectives used. Create new adjectives to match their new locations. • Create a planner where they can pick out 3 locations and a place they have been. These could be three contrasting areas to link to geography or local destinations. • Look at their contrasting country in geography. Where is it in the world? How would they travel there? • On the journey home from?? Innovate a place they have been and where they will arrive. • Innovate a transport type. Bus? Car? Bike? • Compare and contrast the text to Dinosaurs' day Out or Bear Hunt. 	<ul style="list-style-type: none"> • A simple innovation of a known text. 	<ul style="list-style-type: none"> • Understands the sequence of the text and apply what they have learnt to a simple innovation. • Recognises and joins in with predictable phrases. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place. • Forms capital letters of the correct height. • Understands which letters belong to which handwriting families and to practises these. • Says out loud what they are going to write about. • Composes sentences orally before writing them. • Re-reads what they have written to check that it makes sense. • Reads their writing aloud, clearly enough to be heard by their peers and the teacher. • Discusses word meanings and linking to those already known. • Applies taught spelling rules.
<p>Non-fiction 2 Recount</p>	<ul style="list-style-type: none"> • Create a class book of the class trip and discuss. • Draw story maps from the day. • Go on a walkthrough of the day in actions. Verbal time adverbials. • Order pictures from the day under adverbials of time. • Create a pic collage or POW strip using time adverbials and photographs. 	<ul style="list-style-type: none"> • A simple sentence recount of a trip or special day/event. 	<ul style="list-style-type: none"> • Understand the sequence of a recount and apply what they have learnt to a simple recount of their own. • Recognising and joining in with predictable phrases. • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters of the correct height.

	<ul style="list-style-type: none"> • Look at a model recount including expected features. Include simple conjunction 'and'. • Play a game of extending sentences. Provide lots of sentences that end with and. Let them complete the sentence verbally/written. How many different ways can they end the same sentence? • Collect a bank of past tense verbs for all to use, including some irregular (ate, drove, sat, saw). Display in class to support. • Create sentence strips for things they did on the day, get them to order them chronologically. 		<ul style="list-style-type: none"> • Understand which letters belong to which handwriting families and to practise these. • Saying out loud what they are going to write about. • Compose sentences orally before writing it. • Re-reading what they have written to check that it makes sense. • Read their writing aloud, clearly enough to be heard by their peers and the teacher. • Discussing word meanings and linking to those already known. • Apply taught spelling rules. • Extends some sentences with the conjunction 'and'
<p>Non-fiction 3 Poster</p>	<ul style="list-style-type: none"> • Look at images of Hull. Which places do they know? • Look at posters. Identify features (colourful, different text fonts, large writing). • Make a class collage of all their special places. • Label the special places. • Put special places on a map of Hull. Are the N,S,E,W of the city? • Create a pic collage using snipping techniques and font changes. It's Never Dull in Hull title. • Match what you could do to each location (see a shark, learn about the past, play on the swings, go on a rollercoaster etc). • Create fairground adjective activity. • Create sentences to match each attraction. • Extend those that are ready with 'because'. You should visit The Deep because. Play a game to complete a given sentence. You should visit Hull fair because... I like Hull fair because... 	<ul style="list-style-type: none"> • A celebration of Hull poster 	<ul style="list-style-type: none"> • Understands the features of a poster and apply what they have learnt to a simple poster (or section) of their own. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place. • Forms capital letters of the correct height. • Understands which letters belong to which handwriting families and to practise these. • Says out loud what they are going to write about. • Composes sentences orally before writing them. • Re-reads what they have written to check that it makes sense. • Reads their writing aloud, clearly enough to be heard by their peers and the teacher. • Discusses word meanings and links to those already known. • Applies taught spelling rules. • Extends some sentences with the conjunction 'because'

	<ul style="list-style-type: none"> • Create posters with images and sentences. You may combine children's work on one place to make a large poster. 		
<p>Poetry (rhyming) Recite and appraise</p>	<p style="text-align: center;"><u>Immerse and Imitate</u></p> <ul style="list-style-type: none"> • Choose a selection of poems to enjoy with the class. Read aloud. • Draw mental images of what they see when they hear the poem. Compare and discuss. • Let children select their own favourites and discuss why they chose them. • Learn to recite with expression. • Peer assess with a simple criterion of actions and volume. • Model WAGOLL-poetry reading. • Explore new and interesting words and/or phrases. 	<ul style="list-style-type: none"> • Recorded responses for likes and dislikes of a poem in simple sentences. • Create their own rhyming couplets 	<ul style="list-style-type: none"> • 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. <p>As above writing expectations.</p>