




Medium Term Planning



Year 1 English

Key Elements and Experiences which enhance and enrich our Curriculum Planning			
Developing an awareness of living in a diverse, multi-cultural society.	Providing opportunities for learning outside the classroom using school grounds, the local area and well-planning educational visits.	Developing an appreciation of the richness of different languages spoken around the world.	
Developing a language rich environment which promotes a love of reading and the importance of spoken and written communication.	Embedding opportunities across the curriculum for the spiritual, social, emotional, moral and cultural development of all children.	Ensuring that children have access to a wide range of artistic and cultural experiences, including theatre, dance and music.	Developing children's confidence and skills in P.E., sports and play.

	UNICEF Rights of the Child Links			
	Article 12: The right to say what you think should happen and be listened to.	Article 13: The right to find out things and share what you think with others, by talking, drawing, writing or in any other way that does not harm or offend other people.	Article 28: The right to learn and to go to school.	Article 29: The right to be the best that you can.




Nelson Infant School

A UNICEF Rights Respecting School

- RESPECT
- FRIENDSHIP
- COURAGE
- EXCELLENCE
- ENJOYMENT

We have identified a set of key elements and experiences which enhance and enrich our learning provision....

	<p>An awareness of living in a diverse, multi-cultural society.</p>	<p>Opportunities for learning outside the classroom using school grounds, the local area and well- planned educational visits.</p>	<p>Developing an appreciation of the richness of different languages spoken around the world.</p>
<p>Developing a language rich environment which promotes a love of reading and the importance of spoken and written communication.</p>	<p>Embedding opportunities across the curriculum for the spiritual, social, emotional, moral and cultural development of all children.</p>	<p>Ensuring that children have access to a wide range of artistic and cultural experiences, including theatre, dance and music.</p>	<p>Developing children’s confidence and skills in PE, sports and play.</p>

Our curriculum is designed to excite, engage and challenge our children through a range of experiences. Within our themes of work Literacy will be taught to ensure the following learning....

<p>Reading - Comprehension</p>	<p>Reading - Word Reading</p>
<p>Pupils will be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, – ed, –er and – est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Reread these books to build up their fluency and confidence in word reading.

Genre Range: Children will be encouraged to develop a love of a wide range of books and literature....

Classic tales

Well-loved stories

Contemporary picture books

Poetry

Non-fiction

Writing: Composition	Writing: Transcription/Spelling	Writing: Vocabulary, Grammar, Punctuation	Writing: Handwriting
<p>Pupils to be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <p>Children will also be taught to:</p> <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>To note</p> <ul style="list-style-type: none"> • Children will be taught the skills of 	<p>Pupils should be taught to – spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Pupils should be taught to –</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words -joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 in English Appendix 2 <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (ie, letters that are formed in similar ways) and to practise these <p>To note</p> <ul style="list-style-type: none"> • Handwriting will be taught regularly, systematically and discreetly. • Left handed pupils will require specific teaching to meet their needs. • Additional fine motor skills will be taught if necessary to support individuals where a need is identified
<p>Talk for Writing: Through imitation, innovation and application we enable children to imitate the key language they need for a particular topic orally before they try to use it in their own learning.</p>			
<p>Spoken Language Pupils will be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention 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 • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 			