

YEAR 1 Literacy MEDIUM TERM PLAN (Autumn 1)

<p><b>By the end of the term pupils</b></p> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>- A range of different stories by Julia Donaldson</li> <li>- New vocabulary extracted from class texts</li> <li>- How to retrieve information from a range of texts</li> <li>- The meaning of new words and be able to repeat it</li> <li>- How to correctly punctuate a sentence using capital letters, full stops and question marks</li> <li>- How to ask and write a series of questions</li> <li>- How to write a sentence</li> </ul> <p><b>Can:</b></p> <ul style="list-style-type: none"> <li>- Retell the class stories</li> <li>- Apply phonic knowledge and skills as the route to decode words.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>- Say out loud what they are going to write about.</li> <li>- Compose a sentence orally before writing it.</li> <li>- Re-read what they have written to check that it makes sense.</li> <li>- Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>- Write for different genres – retelling, descriptions, letter etc.</li> </ul> <p>All pupils can write a sentence using a capital letter, finger space, full stop and question marks</p>	<p><b>Differentiation:</b></p> <p>LA</p> <ul style="list-style-type: none"> <li>I can use a full stop</li> <li>I can use a question mark</li> <li>I can use a capital letter</li> <li>I can use a finger space after each word</li> <li>I can form my letters correctly</li> <li>Choose adjectives they want to use from the board.</li> <li>Provide a simplified word mat.</li> </ul> <p>HA</p> <ul style="list-style-type: none"> <li>I can extend my sentences using ‘and’.</li> <li>I can use full stops, question marks and capital letters in my writing.</li> <li>I can use phonics knowledge to spell new CVC/CCVC/CVCC words.</li> <li>I can think of my own adjectives</li> <li>I can use my phonic knowledge to spell new words.</li> <li>I can use ‘with’ to expand my noun phrases.</li> </ul>		
	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>The Gruffalo’s Child – Julia Donaldson</li> <li>We’re Going On A Bear Hunt – Michael Rosen</li> <li>Focus author – Julia Donaldson</li> </ul>		
<p>The expectation is that ALL pupils can learn, explain, and write coherently about the aspects below.</p> <p>Reading of books at home and in school about Animals (linked to science topic)</p> <p>Reading challenge – Books about animals – fiction and non fiction.</p>			
<p><b>Pupils will learn</b></p>	<p><b>Vocabulary pupils will learn</b></p>	<p><b>Reading and writing activities</b></p>	<p><b>Key Questions</b></p>

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<p><b>Week 1 and 2</b></p> <p><b>Gruffalo's Child – Julia Donaldson</b></p> <p>To retell the story</p> <p>To retrieve information from the story</p> <p>To identify the questions and punctuation in the story</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>To discuss words meanings</p> <p>To formulate questions to ask the Gruffalo's child</p> <p>To use the correct punctuation in a sentence</p> <p>Identify the key features of a letter (e.g. address, dear, from etc)</p> <p>To compose a sentence orally before writing it.</p> <p>To punctuation a sentence with a question mark.</p> <p>To use a capital letter, finger spaces and a full stop when writing sentences</p> <p>To retell the story</p>	<p>Terribly, brave, trail, creature, mouse, slunk, fiery, scaly, wiry, <b>beckoned</b>, boulder</p> <p>Dear, From, Who, What, Where, When, Why, How, question, punctuation, PS</p>	<ul style="list-style-type: none"> <li>- Teacher reads the story to the children (expression, actions) <b>explicit</b> – explain any difficult vocabulary without ruining the flow of the book.</li> <li>- Whole class text reading – children follow along with their finger and identify key words. Support LA to find the correct words on the pages and follow the text with their finger. <b>(Scaffolding)</b> (reading set pages in pairs, can any pairs model to the class. <b>(Flexible Grouping)</b> Teacher demonstration- reading with expression/intonation- can the children copy this?)</li> <li>- Sequence the story using pictures – HA using captions . <b>(Flexible Grouping)</b></li> <li>- Comprehension questions – verbal</li> <li>- Children identify question marks in the story and re-read the questions. <b>(Explicit)</b>– teacher explains what a question mark is used for and how this changes the intonation of the sentence) Children to explain when a question mark is used, where does it go in a sentence?</li> </ul>	<ul style="list-style-type: none"> <li>- ‘thought for a minute and scratched his head’ – Why did he scratch his head?</li> <li>- ‘his eyes are like pools of terrible fire’ - discuss the use of the simile -they’re not actually pools of fire its being used to describe how the eyes look.</li> <li>- ‘tougher than wire’ – discuss the meaning of ‘tough’</li> <li>- New Vocabulary -brave, trail, gleamed, beckoned</li> <li>- ‘wind blew wild’- What does the author mean by ‘wild’?</li> <li>- What does the Gruffalo's child want to do to the mouse when he first sees him? – How do you know? (clenched fist)</li> <li>- How did the mouse get away from the Gruffalo?</li> <li>- How did the mouse trick the Gruffalo?</li> <li>- Who's whiskers/eyes/tail did the Gruffalo see?</li> <li>- Is the mouse really a ‘Big Bad Mouse’?</li> <li>- How did the mouse make himself look bigger?</li> </ul>
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<p>To retrieve information from the text</p> <p>To interpret meaning from the story</p> <p>To use phonetical knowledge to decode new words</p>		<ul style="list-style-type: none"> <li>- Children think of their own questions to ask the Gruffalo’s child. What do they want to find out? Teacher gives an example of a question to ask the gruffalo’s child. <b>(Explicit)</b></li> <li>- Children write their questions out using the correct punctuation</li> <li>- Go over the writing checklist, have children used capital letters, finger spaces, questions marks? Children to recite the writing process and check their own work. <b>Metacognition</b> – the writing process.</li> <li>- Children go to the Gruffalo room and role play their questions (ShREC) in groups.</li> <li>- Read an example letter and identify key features E.g. date, address, dear, from</li> <li>- Children write a letter to the Gruffalo’s child using their questions from the previous lesson to support. Children use a word mat to support. Children refer to the writing process (<b>metacognition</b>) and ensure that they know this.</li> <li>- Full drafting process – children edit corrections then copy up for neat folder in best handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Gruffalo’s child feel when she got back to her cave?</li> </ul>
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<p><b>Week 3 –</b></p> <p><b>My New Friend</b></p> <p>To form questions accurately</p> <p>To ask questions to find our more information.</p> <p>To use a question mark correctly.</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>To discuss words meanings</p> <p>To compose a sentence orally before writing it</p> <p>To use the correct punctuation in my writing</p>	<p>Who, What, Where, Why, Why, Do, How, Is When</p> <p>hair, eyes, nose, lips, mouth, cheeks, skin</p> <p>brown, peachy, pale, tan, golden, dark, light, yellow, pink, blue, brown, black, Brunette, blonde, ginger</p>	<ul style="list-style-type: none"> <li>- Teacher models how to form a question to find out new information about a person.</li> <li><b>Explicit</b> – explain how you start with a question word.</li> <li>- Children work in small group (<b>flexible grouping</b>) to practise asking each other questions to find out new information.</li> <li>- Group to present their section to the rest of the class.</li> <li>- Children write a list of questions that they want to ask their new friend to find out new information. Model how to use the full writing process to check the questions make sense. (<b>Metacognition</b>)</li> <li>- Teach models how to create a noun phrase. (<b>explicit</b>) Extend – use two adjectives to create an extended noun phrase. Children create a list of noun phrases to describe the physical features of their new friend. E.g blue eyes, long blonde hair.</li> <li>- Children use the writing process (<b>Metacognition</b>) and word banks to support (<b>Scaffolding</b>) to a description of their new friend.</li> </ul>	<p>How old are you?          When is your birthday?          Where do your family come from?          What do you like to eat?          Do you have any siblings?          When do you go to sleep?          Who is your best friend?</p>
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		<ul style="list-style-type: none"> <li>- Full drafting process – children edit corrections then copy up for neat folder in best handwriting.</li> </ul>	
<p><b>Week 4 –</b></p> <p><b>Autumn Apples -</b> Poem – Autumn Apples Delight Poem – The apple seed</p> <p>To read the poem and discuss the meaning of key words</p> <p>To explain the features of autumn</p> <p>To use key vocabulary from the poem in their apple descriptions</p> <p>To write a recount of the apple picking</p> <p>To describe the apples using your five senses</p> <p>To use adjectives to create noun phrases</p> <p>To describe the apple using noun phrases</p> <p>To compose a sentence orally before writing it.</p> <p>To re-read what they have written to check for sense.</p>	<p>Fruit trees, steps, field, pears, picking, apples, basket, taste, smell, touch, sight</p> <p>First, next, then, after that, later, finally</p> <p>bruised firm tasty delicious sweet fleshy fresh green hard juicy mouth-watering pimpled red ready ripe round shiny sour speckled spotted sweet tangy tart tasty uneven waxy skin flesh stalk smell apple fruit</p> <p><b>Key Vocab from the Poem:</b> Grasp, vast, ablaze, arrayed, plump, blush, gleam, textures, delectable, pluck, dainty, resourcing crunch, delight, treat, seize, splendid, embrace, profound, savour</p>	<ul style="list-style-type: none"> <li>- Read children the poem ‘Autumn Apples Delight’. Send the poem home for children to read. Children practise reading each verse in pairs. Practise reading in groups, 1:1, partners etc.</li> <li>- New vocabulary (tier 2) has been placed on the word bank under each sense. Children can now discuss the meaning of these words, and use them correctly in sentences.</li> <li>- Walk to the fruit trees, count the fruit trees take pictures. Children pick some apples from the trees and bring them back to the classroom. When we get back to the classroom cut some the apples let the children taste them/feel them/smell them. Reference back to the five senses(<b>explicit</b>) etc add new words to the word bank.</li> <li>- Watch a time lapse video of how the apple tree has grown, how it drops to the floor when ripe. (<b>use of technology</b>)</li> </ul>	<p>What came first? Then what did we do? How many fruit trees were there? What do the apples look like? What do the apples taste like? How do the apples smell? How do you know when an apple is ripe? What is an adjective? What is a noun? What adjectives could you use to describe your apple? Which word would describe how something ‘tastes’? Which word would describe the apples ‘flesh’? How many adjectives can you use in a noun phrase? What language can we use to extend/expand a noun phrase?</p>

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		<ul style="list-style-type: none"> <li>- Create noun phrases to describe the apples explain how to build a noun phrase, e.g. using upto two adjectives (<b>explicit</b>)</li> <li>- Using time conjunctions write a recount of the apple picking. Write a second paragraph to describe the apples using senses to expand the sentences. Children use the writing process to support. (<b>metacognition</b>)</li> <li>- Full drafting process – children edit corrections then copy up for neat folder in best handwriting.</li> </ul>	
<p><b>Week 5-</b></p> <p><b>Sharing Our Culture</b> To write an informative piece of writing about where 1SS are from.</p> <p>To write sentences using information that we have collected.</p> <p>To write informative sentences about the background of 1SS.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To use the correct punctuation in their writing</p>	<p>Country Religion Language Background Family Heritage Culture My family are from.... I am from.... I can speak.... Our flag is.... We celebrate...</p> <p>Pakistan Arabic England English India Indian Mosque Temple Church</p>	<ul style="list-style-type: none"> <li>- Discuss where each child is from. Can children speak different languages? Where do our parents come from? If children are unsure they are going to ask parents (note in reading diary). Refer to our culture display- what items have be already brought in? Looking at the map can you see how many different countries our class comes from?</li> <li>- Working in groups, make a list of the different languages the children can speak, what countries their families come from – any interesting facts about their cultures/countries/religion. Share ideas with</li> </ul>	<p>Where are they from? Why are they special? Does everyone have/wear this? Can we see any similarities? Where is your place of worship? Where is your family from? What does the flag look like?</p>

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		<p>the rest of the class and add new key vocabulary to the word bank.</p> <ul style="list-style-type: none"> <li>- Watch videos (BBC Iplayer) on different celebrations to show children how it looks different. (<b>Use of technology</b>) Children discuss how the videos differ from their day to day life</li> <li>- Using sentence starters children write about their background and culture. Word mat to support.</li> </ul>	
<p><b>Week 6 &amp; 7</b></p> <p><b>Rosa Parks</b></p> <p>To complete a story map sequencing the story of 'Rosa Parks'</p> <p>To sequence and retell the story of Rosa Parks using time conjunctions</p> <p>To compose a sentence orally before writing it</p> <p>To form a sentence using capital letters, finger spaces and full stops</p> <p>To read accurately by blending sounds in unfamiliar words</p>	<p>Rosa Parks Black History Sequencing retelling First Second Unfortunately Fortunately Then Later In the end Bus Black White Race Equality Segregation Boycott</p>	<ul style="list-style-type: none"> <li>- Read 'I am Rosa Parks' with the class and discuss why she is significant. Children follow in own copy TA to help children keep up and follow along. (<b>Scaffolding</b>). Use other reading techniques e.g. read to a partner (<b>flexible groupings</b>) Talk about being fair and how the rules have changed as we have grown.</li> <li>- Give examples of segregation in our class (<b>explicit</b>) to show how people were separated based on skin colour e.g. If you have blonde hair stand up, if you are wearing a blue shirt stand up etc.</li> </ul>	<p>Why is Rosa Parks Significant?</p> <p>What did she do?</p> <p>What changes occurred after?</p> <p>What does segregation mean?</p> <p>Do you know any other black people that made changes?</p> <p>How did what she do impact our lives today?</p>

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<p>containing GPCs that have been taught.</p> <p>To re-read what they have written to check that it makes sense.</p>		<ul style="list-style-type: none"><li>- Watch the BBC re-enactment of the bus boycott. <b>(Use of technology)</b></li></ul> <p>Discuss significant new words: <b>boycott, segregation, equal</b></p> <ul style="list-style-type: none"><li>- Children work in groups to order the pictures to correctly sequence the story of Rosa Parks and the Bus Boycott. <b>(flexible groupings)</b></li><li>- Children complete a story map sequencing the events</li><li>- Children use the story map to write a recount of Rosa Parks and the Bus Boycott using a word mat to support.</li><li>- Children use the writing process <b>(Metacognition)</b> and word banks to support <b>(Scaffolding)</b> to re-write the story of Rosa Parks and the Buy Boycott</li><li>- Full drafting process – children edit corrections then copy up for neat folder in best handwriting.</li></ul>	
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### **Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils**

- Clear expectations for listening – repeating and learning the information.
- Clear bite-size instructions
- Behaviour from all pupils is exemplary and comments are made on sitting, listening and participation.
- Drafting process for writing
- Demonstration and insistence on high standards of presentation
- Finger under words to copy words – insist accurate.
- End products – handwriting and colouring is beautifully presented.

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'FIVE A DAY' APPROACH				
Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<ul style="list-style-type: none"> <li>• <b>Teacher explanation:</b> Changes in autumn, how to make a noun phrase, segregation</li> <li>• <b>Clear and unambiguous language.</b></li> <li>• <b>Using carefully selected visual aids:</b> PPTs, text book, diagrams, videos,</li> <li>• <b>Modelling how to complete a task:</b> Drawing diagrams, bar charts and tables</li> <li>• <b>Anticipating and planning for misconceptions</b></li> <li>• <b>Highlighting essential content &amp; removing distracting information.</b></li> <li>• <b>Checking pupils' understanding.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers):</b></li> <li>• <b>Model own thinking.</b></li> <li>• <b>Set appropriate level of challenge to develop self-regulation &amp; cognitive skills.</b></li> <li>• <b>Promote and develop metacognitive talk:</b></li> <li>• <b>Teach how to organise &amp; effectively manage their learning independently.</b></li> <li>• <b>Introducing content in small steps</b></li> <li>• <b>Helping pupils consider new ways to remember new information</b></li> <li>• The writing process</li> <li>• <b>Frequently ask learners to recall previously taught content:</b> Time at each small step to learn new step and build on previous step(s)</li> <li>• <b>Promote metacognition.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual (e.g partially completed model):</b> Pictures on word mats for LA</li> <li>• <b>Written (e.g. list of key words and phrases).</b></li> <li>• <b>Verbal (e.g. re-teaching key content following a misconception).</b></li> <li>• <b>Differentiated word mats – sentence starters for LA</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Groups based on current individual needs shared with others.</b></li> <li>• <b>Additional explicit instruction required:</b> HZ, BH, SF, HM, HF, LC, AO</li> <li>• <b>Talk Partners (mixed ability):</b></li> <li>• <b>Group supported by teacher.</b></li> <li>• <b>Group supported by TA.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Delivery of subject content (PPT, videos, photographs, interactive games, etc):</b> Interactive games, PPT, YouTube videos.</li> <li>• <b>Assessment opportunities (quiz).</b></li> <li>• <b>Class collaboration – OneNote (shared content, individual drafting, support materials).</b></li> </ul>