

Literacy Lesson Medium Term Plan	
Year Group - Year 1	Year - 2023-2024

National Curriculum Spoken Language Y1-Y6 (delivered across the Literacy and Wider Curriculum)
<p>Pupils should 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 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English 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.

Autumn 1			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Instructional writing Labels, shopping lists and recipe	Oliver's vegetables, Oliver's milkshake The Healthy wolf – Mandy Stanley/ David Bedford Mr Wolf's pancakes – Jan Fearnley	Writing I can begin to form lower case letters in the correct direction, starting and finishing in the correct place I can use capital letters to start/end a sentence and full stops, using question marks when required. I can sit correctly at a table, holding a pencil comfortably and correctly I can compose a sentence orally before writing it I leave spaces between words I can use personal pronoun 'I'	Science - healthy eating Instructional writing

		Reading I can blend sounds in unfamiliar words. I can connect what I read and hear to my own experience.	
Narrative; Discussion Writing Poetry, story writing	The Black and white club – Alice Hemming Pretty Salma-Niki Daly (Ghanaian) Nursery rhymes	Writing I can begin to form lower case letters in the correct direction, starting and finishing in the correct place I can use capital letters to start/end a sentence and full stops, using question marks when required. I can sit correctly at a table, holding a pencil comfortably and correctly Reading I observe punctuation and use this to help me understand. I can retell key stories orally using narrative language such as fairy stories and traditional tales considering their particular characteristics.	PSHE – Being a good friend Discussion/Narrative text
Autumn 2			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Discussion/Persuasion, Recounts, Poetry and Narrative writing	The snail and the whale – Julia Donaldson Remembrance Day- Jane Bingham Guy Fawkes and the Gunpowder plot – Izzi Howell The Christmas story for children – Max Lucado	Writing I can write common exception words. I can sit correctly at a table, holding a pencil comfortably and correctly. I can form capital letters and digits 0-9. I can write from memory simple sentences dictated by the teacher. I can include story writing features and patterns e.g. one day, suddenly, in the end. Reading I can retell key stories orally using narrative language such as fairy stories and traditional tales considering their particular characteristics. I am motivated to read and show my understanding by becoming very familiar with key texts and genres considering their particular characteristics.	History – Guy Fawkes Recount

Retell narratives-story maps, posters, letters, acrostic poem writing	<p>The Three little pigs</p> <p>The True story of the 3 Little Pigs-John Scieszka (Non linear time sequences)</p> <p>The 3 Little wolves and the big bad pig</p>	<p>Writing I can use 'I'. I can use a full stop to end a sentence. I can write my own version of a familiar story using a series of sentences to sequence events. I can join words and clauses using 'and'. I leave spaces between words.</p> <p>Reading I am motivated to read and show my understanding by becoming very familiar with key texts and genres considering their particular characteristics.</p>	<p>Geog – posters</p> <p>PSHE – keeping safe</p> <p>Narrative writing</p>
Spring 1			
Genre/Text Type	Texts (texts for WCR/shared reading can be found on the long term plans)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Non Fiction Recounts, Information, Explanation writing Record trip-diaries, non-chronological reports, lists, labels, interviews questions	<p>Fiction texts - The Little Red hen</p> <p>Dinosaurs and all that rubbish- Michael Foreman (Narratively complex)</p> <p>Toby/Charlie and the Fire of London</p> <p>Samuel Pepys Diary</p>	<p>Writing I can write simple, coherent narratives about personal experiences and those of others (real/fictional) I can use capital letters to start/end a sentence and full stops, using question marks when required. I can write about real events, recording these simply and clearly. I can use present and past tense mostly correctly and consistently. I can use a question mark I can use capital letters for names, places and days of the week I can use personal pronoun 'I'</p> <p>Reading I can divide words into syllables. I can read compound words. I can read phonetically decodable words. I can read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est endings. I can read common exception words. I can predict events and endings.</p>	<p>History – Great fire of London</p> <p>Recounts, report writing</p>

		<p>I observe punctuation and use this to help me understand.</p> <p>I can connect what I read and hear to my own experience.</p>	
Spring 2			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Narrative, Information, Poetry	<p>World in Danger – Frankie Morland</p> <p>Beegu – Alexis Deacon</p> <p>White owl Barn owl- Nicola Davis</p>	<p>Writing</p> <p>I can use a question mark.</p> <p>I can sequence events in chronological order to recount an event or a simple narrative.</p> <p>I can include story writing features and patterns e.g. one day, suddenly, in the end.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can read aloud and discuss my writing with the teacher and my peers.</p> <p>Reading</p> <p>I can read common exception words.</p> <p>I can read words with contractions eg. I'm, I'll, We'll.</p> <p>I can discuss word meanings, linking meanings to known words.</p> <p>I can recognise patterns in texts e.g. repeated phrases and refrains, including poetry.</p> <p>I can recite some rhymes and poems by heart.</p>	Science – Recycling Recounts
Non fiction / Recounts Letter writing, Book reviews, Acrostic poems Fiction and non fiction writing - facts	<p>Granpa – John Burningham (<i>Non linear time sequences</i>)</p> <p>When I was young-A book about family history – James Dunbar&Martin Remphry</p>	<p>Writing</p> <p>I can use the suffixes -s, -es, -ed -est and -ing in my writing.</p> <p>I can write my own version of a familiar story using a series of sentences to sequence events.</p> <p>I leave spaces between words.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can read aloud and discuss my writing with the teacher and my peers.</p> <p>I can include story writing features and patterns e.g. one day, suddenly, in the end.</p>	PSHE – Nature conservation Letter writing

		<p>I can join words and clauses using 'and'.</p> <p>I combine words to make a sentence.</p> <p>Reading</p> <p>I can check a text makes sense and correct inaccurate reading.</p> <p>I can make inferences based on what is being said and done by a character.</p> <p>With support, I can justify my views about texts that have been read to me.</p> <p>I can re-read to self-correct if meaning is lost.</p> <p>I can predict events and endings.</p> <p>I observe punctuation and use this to help me understand.</p>	
Summer 1			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Non-fiction post cards, newspapers, missing posters, diaries, non-chronological reports. Various poems	<p>Skunka Tanka</p> <p>Tadpole's promise – Jeanne Willis (Symbolic texts)</p> <p>What's that coming over the hill? – Carl Mynott</p> <p>The Dinosaur Diary</p> <p>Daisy's Giant sunflower – Emma Damon</p>	<p>Writing</p> <p>I combine words to make a sentence.</p> <p>I can sequence events in chronological order to recount an event or a simple narrative.</p> <p>I can use and apply the grammatical terminology for Y1 (Appendix 2).</p> <p>I can use capital letters to start a sentence.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a question mark.</p> <p>I can use an exclamation mark.</p> <p>I can use capital letters for names, places and days of the week.</p> <p>Reading</p> <p>I can discuss word meanings, linking meanings to known words.</p> <p>I can recognise patterns in texts e.g. repeated phrases and refrains, including poetry.</p> <p>I can recite some rhymes and poems by heart.</p> <p>I can re-read to self-correct if meaning is lost.</p> <p>I can predict events and endings.</p>	<p>Science – animals, plants</p> <p>Non-chronological reports</p>

Summer 2			
Genre/Text Type	Texts <i>(texts for WCR/shared reading can be found on the long term plans)</i>	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Recounts, Instructional, Information and Narrative writing Story writing, factfiles, recipes	<p>Guess where I live – Anni Axworthy</p> <p>Anansi and the alligator</p> <p>My World, Your world – Melanie Welsh</p> <p>How to make a pizza – Zoe Clarke</p>	<p>Writing</p> <p>I can sequence events in chronological order to recount an event or a simple narrative.</p> <p>I can use and apply the grammatical terminology for Y1 (Appendix 2).</p> <p>I can use capital letters to start a sentence.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a question mark.</p> <p>I can use an exclamation mark.</p> <p>I can use capital letters for names, places and days of the week.</p> <p>Reading</p> <p>I observe punctuation and use this to help me understand.</p> <p>I can connect what I read and hear to my own experience.</p> <p>I can find key information in a narrative or non-narrative text, including title and key events.</p> <p>I can ask questions to clarify meaning in a narrative or non-narrative text.</p> <p>I can re-read to self-correct if meaning is lost.</p> <p>I can predict events and endings.</p>	<p>Geography – My Country</p> <p>Instructional and information writing</p>