

Year: 1

Medium Term Plan:

Term 2:2

School:

Teacher/s:		Year Group(s): Year 1		Term: 2:2	
<p><b>Fiction and poetry:</b> traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.</p> <p><b>Non-Fiction:</b> information books, including non-chronological reports, simple dictionaries.</p>					
Titles:	Teaching Objectives: Text Level	Sentence Level	Word Level		
<p>Week 7 The Royal Dinner</p>	<p><b>T11:</b> to learn and recite simple poems and rhymes, with actions, and to re-read them from the text; <b>T13:</b> to substitute and extend patterns from reading through language play, ... extending rhyming or alliterative patterns, adding further rhyming words, lines; <b>Curricular target:</b> to use language and structures from reading when writing.</p>	<p><b>S2:</b> to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;</p>	<p><b>W10:</b> new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;</p> <p>Progression in Phonics step 6, learning objective 1</p>		
<p>Week 8 Hans Christian Anderson stories: The Princess and the Pea</p>	<p><b>T6:</b> to identify and discuss a range of story themes, and to collect and compare; <b>T10:</b> to identify and compare basic story elements, e.g. beginnings and endings in different stories</p>	<p><b>S6:</b> to use the term sentence appropriately to identify sentences in text. <b>Curricular target:</b> to know that a line of writing is not necessarily the same as a sentence;</p>	<p><b>W8:</b> to investigate and learn spellings of words with 's' for plurals; <b>Curricular target:</b> to understand you use 's' for plurals.</p>		
<p>Week 9 My Body Whose Baby?</p>	<p><b>T21:</b> to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter; <b>Curricular target:</b> to use contents page and index to locate information</p>	<p><b>S4:</b> to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;</p>	<p><b>W6:</b> to read on sight and write high frequency words;</p> <p>Progression in Phonics step 6</p>		
<p>Week 10</p>	<p><b>T8:</b> to identify and discuss characters, e.g. appearance, behaviour, qualities.. how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays; <b>T15:</b> to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text; <b>Curricular target:</b> to list words which add more detail about characters</p>	<p><b>S3:</b> to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;  <b>Curricular target:</b> to use a range of strategies in reading: initial letter checked against context, phonic cues, reading on to the end of the sentence.</p>			
<p>Week 11 Facts about Goats</p>	<p><b>T20</b> to use simple dictionaries, and to understand their alphabetical organisation; <b>T23:</b> to produce extended captions. <b>T24:</b> to write simple questions, e.g. as part of interactive display. <b>Curricular target:</b> to be aware of the structure of non-chronological reports.</p>	<p><b>S4:</b> to recognise full stops and capital letters when reading and understand how they affect the way a passage is read; <b>S6:</b> to use the term sentence appropriately to identify sentences in text.</p>			
<p>Week 12 Wheels (Unit 7 Developing Early Writing -NLS)</p>	<p><b>T25:</b> to assemble information from own experience; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts. <b>Curricular target:</b> to use the structure of non-chronological reports in writing.</p>	<p><b>S5:</b> to continue demarcating sentences in writing, ending a sentence with a full stop; <b>S7:</b> to use capital letters for the personal pronoun 'I', for names and for the start of a sentence. <b>Curricular target:</b> to demarcate factual sentences with a capital letter and full stop.</p>	<p><b>W9:</b> to spell common irregular words from Appendix List 1;</p>		