



St Bernadette's Medium Term Planning  
English Autumn 1  
Year 1

Autumn 1

	<u>Book Focus Shared Read</u>	<u>Writing Curriculum Objectives</u>	<u>SPaG Curriculum Objectives</u>	<u>Whole Class Reading Curriculum Objectives</u>	<u>Spelling Patterns</u>	<u>Speaking Curriculum Objective</u>
<u>Week 1</u>	This book just ate my dog	<p><b>T4W - The Three Billy Goats gruff</b></p> <p><b>Writing Transcription</b> Pupils should be taught to: spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p><b>Handwriting</b> Letter join Program</p> <p>Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Writing Composition</b> Pupils should be taught to: write sentences by: saying out loud what they are going to</p>	<p><b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>leaving spaces between words</b></p> <p><b>beginning to punctuate sentences using a capital letter and a full stop</b></p> <p><b>Word -</b> What is a noun</p> <p><b>Sentence</b> How words can combine to make sentences</p> <p><b>Text</b> <b>Sequencing sentences to form short narratives</b></p> <p><b>Punctuation</b> Separation of words with spaces Introduction to capital letters, full stops.</p> <p><b>Terminology for Pupils</b> Letter, capital letter, word, sentence, full stop.</p>	<p><b>Word reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Phase 3 phonemes and tricky words To apply phonic knowledge and skills as the route to decode words</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p> <p><b>Word Comprehension</b> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>discussing word meanings, linking new meanings to those already known</p>	Assess and review week Y1:1	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p>

		<p>write about</p> <p>composing a sentence orally before writing it</p>				
<b>Week 2</b>	I wish I'd been born a unicorn	<p>T4W - The Three Billy Goats gruff</p> <p><b>Writing Transcription</b> Pupils should be taught to: spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p><b>Handwriting</b> Letter join Program</p> <p>Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Writing Composition</b> Pupils should be taught to: write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p><b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>leaving spaces between words</b></p> <p><b>beginning to punctuate sentences using a capital letter and a full stop</b></p> <p><b>Word -</b> What is a noun</p> <p><b>Sentence</b> How words can combine to make sentences</p> <p><b>Text</b> <b>Sequencing sentences to form short narratives</b></p> <p><b>Punctuation</b> Separation of words with spaces Introduction to capital letters, full stops.</p> <p><b>Terminology for Pupils</b> Letter, capital letter, word, sentence, full stop.</p>	<p><b>Word reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Phase 3 phonemes and tricky words To apply phonic knowledge and skills as the route to decode words</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p> <p><b>Word Comprehension</b> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>discussing word meanings, linking new meanings to those already known</p>	Review week Y1:2	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p>

<b>Week 3</b>	Puffin Peter	<p><b>T4W - The Three Billy Goats gruff</b></p> <p><b>Writing Transcription</b> Pupils should be taught to: spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p><b>Handwriting</b> Letter join Program</p> <p>Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Writing Composition</b> Pupils should be taught to: write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p><b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>leaving spaces between words</b></p> <p><b>beginning to punctuate sentences using a capital letter and a full stop</b></p> <p><b>Word -</b> What is a noun</p> <p><b>Sentence</b> How words can combine to make sentences</p> <p><b>Text</b> <b>Sequencing sentences to form short narratives</b></p> <p><b>Punctuation</b> Separation of words with spaces Introduction to capital letters, full stops.</p> <p><b>Terminology for Pupils</b> Letter, capital letter, word, sentence, full stop.</p>	<p><b>Word reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Phase 3 phonemes and tricky words To apply phonic knowledge and skills as the route to decode words</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p> <p><b>Word Comprehension</b> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>discussing word meanings, linking new meanings to those already known</p>	Revise: /ai/ /ow/ /igh/ /ee/	<p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p>
<b>Week 4</b>	Zoe and Beans	<b>T4W - The gingerbread Man</b>	<p><b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2</b></p>	<p><b>Word reading</b> Apply phonic knowledge and skills as the route to decode words</p>	Revise: /oi/ /ur/ /(y)oo/ /or/	<p>use relevant strategies to build their vocabulary</p>

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<b>Week 5</b>	The first hippo on the moon	<p><b>T4W - The gingerbread Man</b></p> <p><b>Writing Transcription</b> Pupils should be taught to: spell:</p> <p>words containing each of the 40+ phonemes already taught</p>	<p><b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>leaving spaces between words</b></p>	<p><b>Word reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Phase 3 phonemes and tricky words To apply phonic knowledge and skills as the route to decode words</p>	<p>Assess and review week Y1:3</p> <p>Use common exception words in their writing</p>	<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and</p>

		<p>common exception words</p> <p>the days of the week</p> <p><b>Handwriting</b> Letter join Program</p> <p>Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Writing Composition</b> Pupils should be taught to: write sentences by: saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p><b>beginning to punctuate sentences using a capital letter and a full stop</b></p> <p><b>Word -</b> What is a noun</p> <p><b>Sentence</b> How words can combine to make sentences</p> <p><b>Text</b> <b>Sequencing sentences to form short narratives</b></p> <p><b>Punctuation</b> Separation of words with spaces Introduction to capital letters, full stops.</p> <p><b>Terminology for Pupils</b> Letter, capital letter, word, sentence, full stop.</p>	<p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p> <p><b>Word Comprehension</b> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>discussing word meanings, linking new meanings to those already known</p>		<p>participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>
<b>Week 6</b>	Strictly no elephants	<p><b>T4W - The gingerbread Man</b></p> <p><b>Writing Transcription</b> Pupils should be taught to: spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p>	<p><b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>leaving spaces between words</b></p> <p><b>beginning to punctuate sentences using a capital letter and a full stop</b></p> <p><b>Word -</b> What is a noun</p> <p><b>Sentence</b> How words can combine to make sentences</p>	<p><b>Word reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Phase 3 phonemes and tricky words To apply phonic knowledge and skills as the route to decode words</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p> <p><b>Word Comprehension</b></p>	<p>Revise: /w/ /f/ /(y)oo/ /oa/</p> <p>Use common exception words in their writing</p>	<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>

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<b>Week 7</b>	Rosie's Hat	<p><b>T4W - The gingerbread Man</b> <b>WRITE INSTRUCTIONS FOR GINGERBREAD MEN</b></p> <p><b>Writing Transcription</b> Pupils should be taught to: spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p><b>Handwriting</b> Letter join Program</p>	<p><b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>leaving spaces between words</b></p> <p><b>beginning to punctuate sentences using a capital letter and a full stop</b></p> <p><b>Word -</b> What is a noun</p> <p><b>Sentence</b> How words can combine to make sentences</p> <p><b>Text</b> <b>Sequencing sentences to form short narratives</b></p>	<p><b>Word reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Phase 3 phonemes and tricky words To apply phonic knowledge and skills as the route to decode words</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p> <p><b>Word Comprehension</b> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level</p>	Use common exception words in their writing	<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>

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