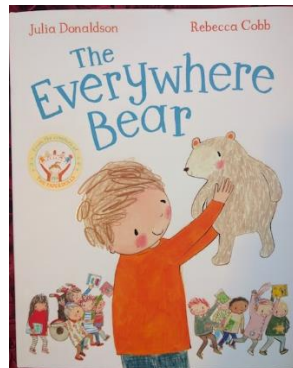




English – Year 1 Medium Term Planning



Autumn 1 – Toys, toys, toys...



Main Learning Question: Can I write fiction and non-fiction?

Learning Intent: Children will learn what non-fiction/fiction writing are and write sentences that form a short narrative real or fictional.

Implementation: Children will be taught the skills to be able to write lists, captions, labels, simple sentences, sequenced sentences and a story. Children will be taught the skills to use their phonic knowledge to write.

Impact: Children will acquire the skills, knowledge and understanding to write lists, captions, labels, simple sentences, sequenced sentences and a story applying their phonic knowledge.

Learning Question	Learning Intent	Impact
Week 1&2 Can you write a list? Can you write a caption? Can you write a label?	The focus is on using the medium of labels, lists and captions to consolidate the fact that writing carries meaning and to support children in developing the concept of a sentence.	Children can write a list, caption and label correctly.
Week 3 Can you write a list of nouns? Can you identify nouns? Can you identify capital letters? Can you write capital letters? Can you use them correctly within a sentence?	A noun is a kind of word that is usually the name of something such as a person, place, thing, quality, or idea and once understood hold a prominent position within writing. Capital letters are used to demarcate sentences and visually larger and different orientation. Correct use of these are crucial to reading and writing.	Children can say what a noun is, write nouns and identify them within text and writing. Children can identify a capital letter, know why we use one, write capital letters correctly and use them within writing correctly.
Week 4 Can you use conjunctions? Can you plan a description? Can you write a description?	Words required to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and, but, if</i>). Descriptions describe people, places, objects, or events using appropriate details. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes. Descriptions are crucial for reading and writing development.	Children can say what a conjunction is, use the conjunction 'and' and begin to use it in their writing. Children can plan and write a short description.
Week 5 Can you read a picture? Can you write a setting description? Can you write a thought bubble?	Illustrations in a picture book help children understand what they are reading. Descriptions describe people, places, objects, or events using appropriate details. Details used are usually sensory and selected to describe what the writer sees, hears, smells,	Children can read a picture and answer questions about it both verbally and written. Children can write descriptions and thought bubbles.

	touches, and tastes. Descriptions are crucial for reading and writing development.	
<p>Week 6</p> <p>Can you identify and write time connectives?</p> <p>Can you sequence story events?</p> <p>Can you verbally retell a story?</p> <p>Can you write a retell?</p> <p>Can you plan a story?</p>	<p>Time connectives are words or phrases which are used to tell a reader when something is happening and are crucial to sequencing and retelling.</p> <p>Application of skills taught to produce short narratives real or fictional.</p>	<p>Children can identify and write using time connectives.</p> <p>Children can sequence events and retell a familiar story verbally and written.</p> <p>Children can plan their own story.</p>
<p>Week 7</p> <p>Can you write a story?</p> <p>Can you write a description?</p>	<p>Application of skills taught to produce short narratives real or fictional.</p> <p>Application of all phonics taught so far.</p>	<p>Children can write a story and a description.</p> <p>Children can apply most of the skills they have learnt correctly in their writing.</p>