Year 1 Spoken Language Medium-term Plan

Key objectives	Possible experiences
Physical • Speak clearly and audibly in a group. • Use appropriate gestures when speaking. • Show confidence when speaking to peers or adults. **Linguistic** • Begin to use sentence stems to share ideas (e.g. 'I think...', 'My idea is...'). • Use subject-specific vocabulary with support. • Make word choices to describe or explain. **Cognitive** • Talk about their ideas. • Ask simple questions. • Begin to give reasons for their opinions. **Social and emotional** • Take turns when speaking. • Listen to others and respond appropriately. • Share ideas in pairs or small groups	• Share ideas in talk partners or small groups • Present their favourite toy, book, or object to the class • Take part in role play or drama based on class texts • Retell a familiar story using actions or props • Recite a rhyme or simple poem to an audience • Ask and answer questions with a visitor or during a class Q&A • Explain something they have learned to a partner or group

St John and St Nicolas Schools Federation | For the good of all through curiosity, creativity and love

Year 1 Writing Autumn Medium-term plan

	Term 1	Term 2	Composition
Transition	*Writing outcome:* *To write simple punctuated sentences* *Key objectives:* • name the letters of the alphabet • start to distinguish between letter name/sound orally • sit correctly at a table holding a pencil correctly • begin to form lower case letters (in family groups) • begin to form capital letters and digits 0-9 • use conjunction **and** • To use a question mark • say out loud what they are going to write about • construct sentences orally	*Writing outcome:* *To write punctuated sentences.* *Key objectives:* • name the letters of the alphabet • distinguish between letter name and sound • sit correctly at a table holding a pencil correctly • continue to form lower case letters correctly • use the personal pronoun I • use adjectives for description orally • recognise verbs as action words • begin to identify capital letters • know how words can be combined to make sentences • leave a space between words • know that sentences have verbs and subjects • identify verbs in a sentence • start to use capital letters and full stops	**Pre-writing and planning** - say out loud what they are going to write about - compose a sentence orally **Drafting and writing** - write simple sentences - sequence sentences to form short narratives **Revising and redrafting** - re-read what they have written to check that it makes sense **Editing and checking** - discuss what they have written with the teacher or other pupils **Publishing and presenting** - read their writing aloud clearly enough to be heard by their peers and the teacher

Grammatical terminology	**Transcription**
Grammatical terminology*: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*	Handwriting – based on Pen Pals scheme Spelling – based on FFT: Reading with the Jungle Club scheme

Revisiting prior learning Current year's objectives Objectives from future year groups

Year 1 Writing Spring Medium-term plan

<table>
<tr><th></th><th>Term 1</th><th>Term 2</th><th>Composition</th></tr>
<tr><td>Narrative</td><td>Character descriptions
Poetry

<u>Writing outcome:</u>
To write an imaginative description of a mythical creature
To write a poem

<u>Key objectives:</u>
• begin to combine words to make sentences
• start to join words and clauses using ‘and’ ’because’
• use adjectives as describing words
• leave spaces between words
• continue to use capital letters and full stops
• start to use question marks and/or exclamation marks
• start to use capital letters for names of people
• alphabetical order
• expanded noun phrases</td><td rowspan="2">Fairy Tales, Traditional Tales and Alternative Fairy Tales

<u>Writing outcome:</u>
To write their own version of a story.
Character description

<u>Key objectives:</u>
• combine words to make sentences
• join words and clauses using ‘and’
• sequence sentences to form short narratives
• using similes to describe story characters
• use capital letters, full stops, question marks and/or exclamation marks
• leave spaces between words consistently
• use capital letters for names of people and places
• use the ly suffix to form adverbs</td><td rowspan="2">Pre-writing and planning
- say out loud what they are going to write about
- compose a sentence orally

Drafting and writing
- write simple sentences
- sequence sentences to form short narratives

Revising and redrafting
- re-read what they have written to check that it makes sense

Editing and checking
- discuss what they have written with the teacher or other pupils

Publishing and presenting
- read their writing aloud clearly enough to be heard by their peers and the teacher</td></tr>
<tr><td>Non-narrative</td><td>Instructions

<u>Writing outcome:</u>
To write a set of instructions linked to a live activity (The disgusting Sandwich)

<u>Key objectives:</u>
• know that sentences have verbs and subjects
• use a bossy/imperative verb at beginning of instruction
• correctly form numbers/bullet points
• spell the days of the week
• use capital letters to start an instruction
• use apostrophes</td></tr>
<tr><td colspan="2">Grammatical terminology</td><td colspan="2">Transcription</td></tr>
<tr><td colspan="2">letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</td><td colspan="2">Handwriting – based on Pen Pals scheme
Spelling – based on FFT: Reading with the Jungle Club scheme</td></tr>
</table>

Year 1 Writing Summer Medium-term plan

	Term 1	Term 2	Composition
Non-narrative	**Biography/Autobiography** *<u>Writing outcome:</u>* *To write a biographical fact sheet about a significant historical figure.* *To write in the style of an autobiography* *<u>Key objectives:</u>* • secure use of capital letters • use capital letters for names of people and places, • use capital letters the days of the week • use a capital letter for the personal pronoun 'I' • teacher reads their writing to edit mistakes • to consolidate alphabet knowledge • use the apostrophe for I'm • using the suffix -less • write noun phrases using my,his,her,their	**Letters** *<u>Writing outcome:</u>* *To write an imaginative letter to a mysterious stranger.(Grandpa's Island)* *<u>Key objectives:</u>* • sequence sentences to form short narratives • use adjectives as describing words • re-read what they have written • begin to use alliteration for story settings • check that their writing makes sense • discuss what they have written with a friend • secure use of capital letters, full stops, question marks and/or exclamation marks • use conjunction **but when because** **Letters** *<u>Writing outcome:</u>* *To write a thank-you letter* *To write letters to new teacher* *<u>Key objectives:</u>* • independently re-read their writing • check that their writing makes sense • discuss what they have written with the teacher • discuss their writing with other pupils • read their writing aloud clearly	**Pre-writing and planning** - say out loud what they are going to write about - compose a sentence orally **Drafting and writing** - write simple sentences - sequence sentences to form short narratives **Revising and redrafting** - re-read what they have written to check that it makes sense **Editing and checking** - discuss what they have written with the teacher or other pupils **Publishing and presenting** - read their writing aloud clearly enough to be heard by their peers and the teacher

Grammatical terminology	**Transcription**
letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Handwriting – based on Pen Pals scheme Spelling – based on FFT: Reading with the Jungle Club scheme

Revisiting prior learning Current year's objectives Objectives from future year groups