

# Badger Class (Y1) English Medium Term Plan

## Term 1 Autumn 2024

### Transcription

#### Spelling –

- To use their phonics knowledge to segment words to spell (refer to phonics progression document).
- To write dictated sentences with sounds and words learnt.
- To spell year 1 common exception words.  
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our
- To spell the days of the week.
- To use letter names to distinguish between alternative spellings.
- To know that adding -s to a noun makes it plural.
- To know that -es is added to nouns that end in -s, -sh, -ch, -x or -z to make it plural.
- To know that -s or -es is added to verbs to show that he, she or it is the subject of the sentence.
- To correctly spell words with the un- prefix.
- To know that when the prefix un- is added to a word it changes the meaning to be the opposite.
- To write words with the suffixes -ed and -ing, where there are no changes to the root word.
- To write words with the suffixes -er and -est, where there are no changes to the root word.
- To know that -er and -est are used when comparing.
- To name the letters of the alphabet in order.
- To order word cards with the same first sound alphabetically.
- To use first illustrated dictionaries, available in class.

#### Handwriting –

- To begin to form lower case letters in the correct direction, starting and finishing in the right place.
- To form capital letters.
- To sit correctly at a table, holding a pencil comfortably and correctly using a tripod grip.
- To form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these:
  - a d g o c q
  - u y
  - b p

### Composition – Process

#### Planning –

- Orally compose a sentence, repeating it out loud and counting the words before writing it
- To arrange ideas in sequence.
- To plan their writing using pictures or drawings to help sequence ideas.
- To use known stories and real experiences as a starting point for writing.
- To use familiar plots for structuring the opening, middle and end of their own stories.
- To sequence ideas within non-fiction texts.
- To use a simple given planning tool.

### Composition Structure

#### Text Structure –

##### Narratives, know that:

- Simple narratives and are told/ written in first or third person and past tense.
- Events are sequenced to create texts that make sense.
- Sometimes draw upon repeated or formulaic phrases e.g. Once upon a time ...

*NB No expectations to write a full story. Narrative types: description / alternative ending / part of a story*

##### Instructions, know that:

- Begin by defining the goal or desired outcome.
- List materials needed in order
- Have sequenced steps to achieve the goal
- May contain diagrams and illustrations.

##### Recount, know that:

- Begin by setting the scene.
- Sequence events in the order they happened
- Finish with closing statement.

##### Information text

- A series of information / factual sentences is a information text

These have a title that states what the writing is about

#### Word Structure and Word Class –

##### To know that a subject is a person, place or thing.

- To know that a noun is the name of a person, place or thing.
- To know that a proper noun is the name of a specific person or place and starts with a capital letter.

##### - To know that a verb is a 'action' or 'being' word.

- To use plurals - s -es correctly in terms of the meaning of the word.
- To know that singular means one and plural is more than one.
- To use suffixes -ing -ed -er and -est where there is no change to the root word.
- To use prefix un- for negation.
- To build compound words from known words.
- To use the past tense when retelling stories or recounting experiences.
- To use some common irregular past tense verbs.
- To know and use the different forms of the irregular verb 'to be' (was, were, is, are, am, be).
- To know and use the different forms of the 'to have' (has, had).

#### Sentence Structure –

##### To understand how words combine to make sentences.

- To know a sentence must have a naming parts and an action/being part to be a sentence
- To know that a simple sentence is made up of a subject (noun), a verb and sometimes a when where part (or a bit more).
- 1. Subject + verb
- 2. Subject + verb+ where part
- 3. Subject + verb+ when part
- 4. Subject + verb + object (bit more)
- To join words or simple sentences using 'and'.
- A) To use 'and' to add an additional word.
- B) To use 'and' to add an additional phrase.

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### Drafting –

- To refer to given planning to ensure sequence of ideas.
- To compose and rehearse a sentence orally.
- To write a series of sentences that relate or are in order
- To use familiar story language in their own writing

### Revisiting, Evaluate and Edit –

- To re-read what they have written to check it makes sense.
- To independently re-read every sentence to check that it makes sense.
- To remove extra words or add missing words from sentences so that they make sense.
- To change words if the wrong word has been used.

### Edit for accuracy with scaffolded cues

- To discuss what they have written with the teacher or other pupils.
- To discuss what they have written using speaking frames.
- To begin to independently make changes to their writing, after discussion or rereading, so that it makes sense.

### C) To use 'and' to join two simple sentences

*\*Teacher to model using the word clause interchangeably with sentence.*

#### - To engage readers by using adjectives to describe.

- To know that adjectives are describing words.
- Start sentences in a different way

#### - To understand that a sentence contains one or two ideas but no more.

*Order some events using number/time indicators e.g. Then I had lunch.*

### Punctuation –

#### - To use capital letters for names of people, the days of the week and the personal pronoun 'I'.

#### - To know that a proper noun is a specific name for a particular person, place or thing.

- To know that a pronoun is used instead of a noun, or group of nouns.

#### - To use finger spaces to separate words with spaces of a roughly consistent size.

#### - To use full stops to end sentences.

#### - To know that a full stop sits on the line and must be an appropriate size.

#### - To know that if a sentence is a 'what, why, when, how, where' question, it ends with a question mark instead of a full stop.

#### - To know that if a sentence is a "how or what" exclamation, it ends with an exclamation mark instead of a full stop.

### Vocabulary –

Use simple word choices that helps to convey information and ideas, e.g. story or topic related vocabulary

**Know and use the following terms to discuss their writing: capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark**

**Can use technical vocabulary that has been taught through other subjects in the ir work (e.g. Science History)**

## Badger Class (Y1) English Medium Term Plan Term 1 Autumn 2024

Week	Reading	Writing Composition	Phonics/Spelling	Handwriting
<b>Wk 1</b> 04.11.24	<b>T4W: The Three Little Pigs</b> Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)	<b>Narrative</b> I can add S to a noun to make it plural.  I can add es to a noun ending in s/sh/ch/x/z to make it plural.  I can use a capital letter when writing a sentence about the Three Little Pigs.  I can use finger spaces when writing a sentence about the Three Little Pigs.  I can use a full stop when writing a sentence about the Three Little Pigs.	<b>Review –</b> er ay ou ie ea oy Stretch and read Quick Erase <b>Teach – ir</b> <b>Practise/Apply –</b> Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences  <b>HFW -</b> last, their, again, oh, should, thought, last <b>Spelling –</b> our, says, put	Letter-join and or Sparklebox Long Ladder letters. l, i  Handwriting Books – Daily Practice in the morning (Pre-cursive) l, i  FFT – Stretch and Spell words  <i>Highland Council letter formation movement*</i>
	<b>Shared Reader 40:</b> Highland Summer (ir, wh) <b>Green Words:</b> first, thirst, bird, chirps, birch, fir, girl, birthday, Kirstin, skirt, swirls, firm, twirls, which, when, whirl, whirr <b>Red Words:</b> after*, any, could, many, who <b>Home Book:</b> Phonetically Decodable Book			
<b>Wk 2</b> 11.11.24	<b>T4W: The Three Little Pigs</b> Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)	<b>Narrative – Model Text</b> I can write words with suffixes -ed / -ing  I can write words with suffixes -er / -est  I can write a sentence that describes a setting.  I can write a sentence that describes a setting using and to join 2 adjectives.  I can join two sentences that describe a setting using 'and'.	<b>Review –</b> ay ou ie ea oy ir Stretch and read Quick Erase <b>Teach – ue</b> <b>Practise/Apply –</b> Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences  <b>HFW –</b> their, again, oh, should, thought, poor, money <b>Spelling –</b> our, says, put	Letter-join and or Sparklebox Long Ladder letters. u, t  Handwriting Books – Daily Practice in the morning (Pre-cursive) u, t  FFT – Stretch and Spell words  <i>Highland Council letter formation movement*</i>
	<b>Shared Reader 41:</b> What's for Lunch (ue, o) <b>Green Words:</b> true, issue, due, overdue, blue, glue, fondue, go, old, bingo, hello, so, fold <b>Red Words:</b> afternoon*, bath*, can't*, water, because, past* <b>Home Book:</b> Shared reader 40: Highland Summer			
<b>Wk 3</b> 18.11.24	<b>T4W: The Three Little Pigs</b> Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)	<b>Narrative – Model Text</b> I can use the prefix un- to spell words.  I can compose and plan my own sentences to describe a setting.  I can orally rehearse and write my own sentences to describe a setting.  I can compose and plan my own sentences to describe a setting.  I can orally rehearse and write my own sentences to describe a setting.	<b>Review –</b> ou ie ea oy ir ue Stretch and read Quick Erase <b>Teach – aw</b> <b>Practise/Apply –</b> Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences  <b>HFW -</b> Mr, Mrs, work, class, climb, pass, fast, <b>Spelling –</b> they, were, there	Letter-join and or Sparklebox Long Ladder letters. j, y  Handwriting Books – Daily Practice in the morning (Pre-cursive) j, y  FFT – Stretch and Spell words  <i>Highland Council letter formation movement*</i>
	<b>Shared Reader 42:</b> A Garland for the Door (aw, au) <b>Green Words:</b> crawling, lawn, paw, claws, yawn, shawls, straw, haws, dawdled, jaunty, sauntered, staunch, baubles <b>Red Words:</b> who, poor, past*, door, two, different, hour <b>Home Book:</b> Shared reader 41: What's For Lunch			
<b>Wk 4</b> 25.11.24	<b>Assessment Week</b>			

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<p><b>Wk 5</b> 02.12.24</p>	<p><b>T4W: The Three Little Pigs</b> Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)</p> <hr/> <p><b>Shared Reader 43:</b> Just the One Moon (ew) <b>Green Words:</b> drew, grew, brewed, stew, yew, flew, threw, chewed, new, jewels <b>Red Words:</b> people, two, their, could, would, through, Christmas, beautiful <b>Home Book:</b> Shared Reader 42: A Garland for the Door</p>	<p><b>Information Text</b> <b>Wolves – Modelled Write</b> Introduce the model text. I can label a picture of a wolf.</p> <p>I can write a factual sentence about wolves.</p> <p>I can write a factual sentence about wolves.</p> <p>I can write a factual sentence about wolves.</p> <p>I can write a factual sentence about wolves.</p>	<p><b>Review –</b> ie ea oy ir ue aw Stretch and read Quick Erase <b>Teach –</b> ew <b>Practise/Apply –</b> Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences</p> <p><b>HFW –</b> path, great, don't, people, break, after, any <b>Spelling –</b> like, where, here</p>	<p>Letter-join and or Sparklebox Long Ladder letters. r, b</p> <p>Handwriting Books – Daily Practice in the morning (Pre-cursive) r, b</p> <p>FFT – Stretch and Spell words</p> <p><i>Highland Council letter formation movement*</i></p>
<p><b>Wk 6</b> 09.12.24</p>	<p><b>T4W: The Three Little Pigs</b> Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)</p> <hr/> <p><b>Shared Reader 44:</b> The Night Before Christmas <b>Green Words:</b> N/A <b>Red Words:</b> Christmas, would, through <b>Home Book:</b> Shared Reader 43: Just the One Moon</p>	<p><b>Information Text</b> <b>Pigs – Independent Write</b> I can plan three factual sentences about pigs.</p> <p>I can write three factual sentences about pigs.</p> <p>I can read back, check and edit my writing.</p> <p>I can copy my writing up neatly.</p>	<p><b>Review –</b> Consolidation Stretch and read Quick Erase <b>Teach –</b> Consolidation <b>Practise/Apply –</b> Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences</p> <p><b>HFW –</b> could, many, who, bath, can't, water, because <b>Spelling –</b> today, some, all</p>	<p>Letter-join and or Sparklebox Long Ladder letters. n, h</p> <p>Handwriting Books – Daily Practice in the morning (Pre-cursive) n, h</p> <p>FFT – Stretch and Spell words</p> <p><i>Highland Council letter formation movement*</i></p>
<p><b>Wk 7</b> 16.12.24 End of term</p>	<p><b>The Christmas Story</b> Learn the story. Learn the actions. Join in with retelling the story. (Rehearsal)</p> <hr/> <p><b>Shared Reader:</b> None</p> <p><b>Home Book:</b> Shared Reader 44: The Night Before Christmas</p> <p><b>Share Christmas themed books with the children.</b></p>	<p><b>The Christmas Story</b> I can sequence the Christmas story.</p> <p>I can write a sentence to set the scene for my recount.</p> <p>I can write a recount of the Christmas story.</p> <p>I can write a closing summary of my recount.</p> <p>I can read back, check and edit my writing.</p>	<p><b>Review –</b> Consolidation Stretch and read Quick Erase <b>Teach –</b> Consolidation <b>Practise/Apply –</b> Say it Fast Break it Down Stretch and Read Spelling Practice Write words and Sentences</p> <p><b>HFW –</b> past, two, different, hour, would, Christmas, beautiful, through <b>Spelling –</b> ask, come, when, what</p>	<p>Letter-join and or Sparklebox Long Ladder letters. m, k, p</p> <p>Handwriting Books – Daily Practice in the morning (Pre-cursive) m, k, p</p> <p>FFT – Stretch and Spell words</p> <p><i>Highland Council letter formation movement*</i></p>