



St Mark's Primary School English Medium Term Plan
Half Term: Autumn 1 Year group: 1

Our theme: Egyptians and Mayans					
Weeks	RWI key objectives	Spelling	Genre and key learning from NC	SPG objectives	Assessments
1	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	Words using sounds in line with RWI level + Year 1 common exception words Words using sounds in line with RWI level + Year 1 common exception words	<p align="center">This is me</p> <p align="center">Story: We are all welcome</p> <ul style="list-style-type: none"> Participate in discussion, taking turns and listening to what others say. Link what I read or hear read to my own experiences. <p>Writing piece- Cold assessment 'This is me'.</p>	<p>Formation</p> Forming capital letters and digits 0-9.	Cold assessment piece - 'This is me'.
2 & 3			<p align="center">Seasons</p> <p align="center">Stories: Little Acorn/Little Sunflower</p> <ul style="list-style-type: none"> Participate in discussion about what is read to me, taking turns and listening to what others say. Discuss word meanings, linking new meanings to those I already know. Writing words using known sounds Link what I read or hear to my own experiences Begin a sentence using a capital letter <p>Writing pieces- Labels and captions</p>	<p>Capital letters</p> What is a capital letter and why do we use them?	
4 & 5			<p align="center">Going on holiday</p> <p align="center">Story: What the ladybird heard on holiday</p> <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. 	<p>Full stops</p> What is a full stop and why do we use them?	

	<ul style="list-style-type: none"> • read common exception words. • read words containing taught GPCs and 		<ul style="list-style-type: none"> • Making inferences on the basis of what has been said or done • Begin to punctuate sentences using a capital letter and full stop • Re-read writing to check it makes sense <p>Writing pieces- List and postcard</p>		
6 & 7	<ul style="list-style-type: none"> • -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 		<p style="text-align: center;">Introduction to Egypt</p> <p style="text-align: center;">Story: How to find Egyptian Treasure</p> <ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them • Punctuate sentences using a capital letter and full stop • Begin to use letter names • Discuss what I have written with the teacher and other pupils. <p>Writing piece- Fact file sentences</p> <p>Assessment labelling/describing</p>	<p>The alphabet</p> <p>Name the letters of the alphabet.</p>	<p>Assessment - Labelling Egyptian Pharaoh.</p> <p>Writing a sentence describing Pharaoh.</p>

	<ul style="list-style-type: none">• reread these books to build up their fluency and confidence in word reading				
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