

# St Mark's Primary School English Medium Term Plan



Half Term: Spring 1

Year group: 1

Weeks	Reading Together text and key objectives	Spelling (from TAF)	Genre and key learning from NC	SPG objectives (from TAF)	Assessments
1	<p>Through RWI: I am learning to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent I am learning to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes I am learning to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the words I am learning to read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and</p>	<p>WTS – I can spell words that contain phonemes I have been taught. I can spell some Y1 common exception words correctly.</p> <p>EXS – I can spell words that contain phonemes I have been taught accurately. I can spell most Y1 common exception words correctly.</p> <p>GDS – I can spell words that contain phonemes I have been taught accurately. I can spell all Y1 common exception words correctly.</p>	<p>Using- Jill Murphy Peace at last.</p> <p>Write simple sentences</p> <p>Say aloud what I am going to write. Use simple sentence structures. Punctuate sentences using a capital letter and full stop. Use finger spaces. Re-read my writing to check it makes sense. Write a sentence using an adjective to describe a character and a setting. Use 'and' to join 2 sentences together.</p>	<p>EXS – I can use simple sentence structures. I can use capital letters, finger spaces and full stops.</p> <p>Challenge – I can use 'and' to link ideas and sentences.</p>	

	without undue hesitation.				
<b>2</b>	As above	As above	<p>Using- Jill Murphy- On the way home Writing pieces- Write a diary entry of what happened throughout 3 main parts of the story.</p> <p>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. Use a capital letter, finger spaces and a full stop. Use some features of a diary entry.</p>	<p>EXS – I can use simple sentence structures. I can use capital letters, finger spaces and full stops. I can use some features of a diary entry.</p>	
<b>3</b>	As above	As above	<p>Using Jill Murphy- Mr Large in charge Writing pieces- Ordering a story and story ending. First, then, finally.</p> <p>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 I can use an exclamation mark correctly.</p>	<p>EXS – I can use simple sentence structures. I can use capital letters, finger spaces and full stops. I can use 'and' to link ideas and sentences. I can use exclamation marks.</p>	
<b>4</b>	As above	As above	<p>Using- Jill Murphy- Whatever next! Writing pieces - postcard</p> <p>Predict what might happen on the basis of what has been read so far. 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. I can use a question mark correctly.</p>	<p>EXS – I can use simple sentence structures. I can use capital letters, finger spaces and full stops. I can use 'and' to link ideas and sentences. I can use question marks.</p>	

5	As above	As above	<p>Using- Jill murphy- All in one piece.  Writing pieces – Write a set of instructions from Mrs Large to her children for while they are at the dinner dance.</p> <p>Predict what might happen on the basis of what has been read so far.  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.  I can use some features of different text types.</p>	<p>EXS –  I can use simple sentence structures.  I can use capital letters, finger spaces and full stops.  I can use some features of different text types.</p>	
6	As above	As above	<p>Using- Jill Murphy- A quiet night in.  Writing piece – Write sentences in order to create a short narrative.  <b>Assessment</b>  Punctuate sentences using a capital letter and full stop.  Discuss what I have written with the teacher and other pupils.  I can use adjectives to describe settings and characters.  I can use ‘and’ to join ideas together in a sentence.  I can Re-read writing to check it makes sense  I can write using a simple sentence structure.  I can use other way of punctuating sentences.  I can use questions within my writing.</p>	<p>EXS –  I can use simple sentence structures.  I can use capital letters, finger spaces and full stops.  I can use ‘and’ to link ideas and sentences.  I can use adjectives to describe.</p>	<p>Children to write an independent piece of writing based on a story using the features and skills they have been taught in Autumn term and spring 1 within their writing.</p>