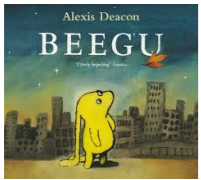
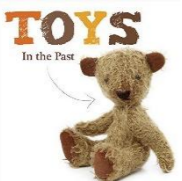
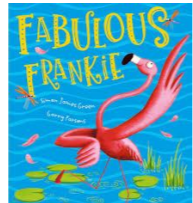
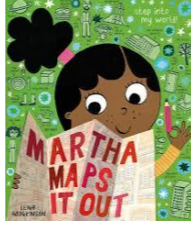

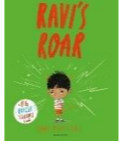
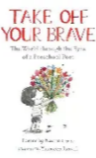
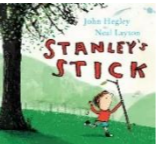
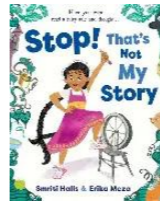
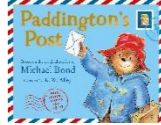
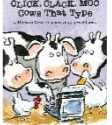
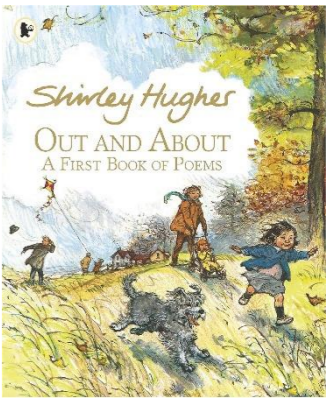









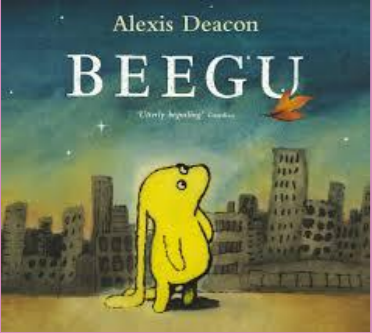







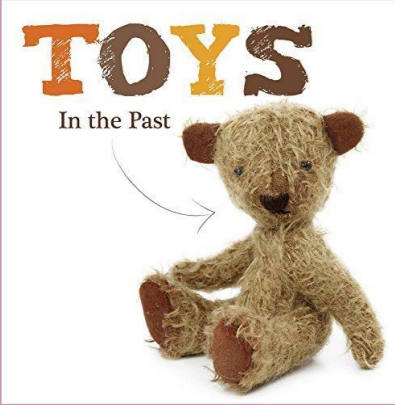




Y1 English
Units Overview
Medium Term Plans

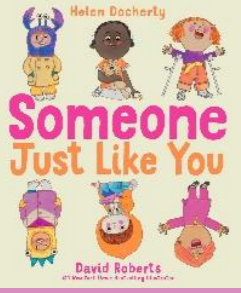






		Autumn				Spring				Summer	
Core Text	Beegu by Alexis Deacon  Writing to entertain: simple narrative/prediction	Toys and Games by Sally Hewitt  Recount - A visit to the toy museum.	someone Just Like You by Helen Docherty  Writing to inform -Labels, lists and captions	Fabulous Frankie by Simon James Green  Writing to entertain: creating characters	Martha Maps it Out by Leigh Hodgkinson  Writing to inform - recount	Ruby's Worry and Ravi's Roar by Tom Percival   Writing to inform: recount	Big Red Dragon by Jane Newberry Take Off Your Brave by Nadim and Yasmeen Ismail   Poetry: free verse	Stanley's Stick by John Hegley and Neal Layton  Writing to inform: sequence sentences to form a short narrative	Stop! That's Not My Story Smriti Halls and Erika Mezay (continue into Summer 1)  Writing to entertain: Traditional Tales	Paddington's Post Michael Bond Click Clack Moo Doreen Cronin Here Comes Mr Postmouse Marianne Dubuc   	Poetry: Out and About: A First Book of Poems Shirley Hughes 
Purpose	 ENTERTAIN: Narrative	 INFORM: recount	 Labels, lists and captions	 ENTERTAIN: Narrative	 INFORM: recount	 INFORM: Fact-file	 Entertain: Poetry	 ENTERTAIN: Narrative	 Narrative: Traditional Tales	 INFORM: letter writing	 ENTERTAIN: Poetry

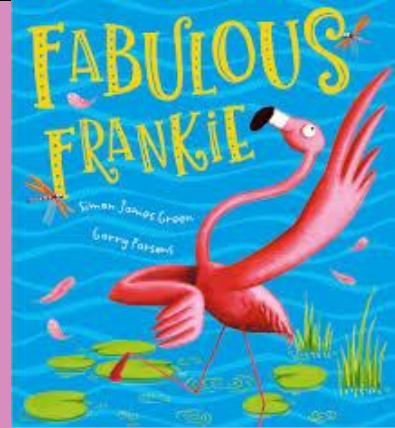


Purpose	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Text	Genre: Specific features and structure of genre to be revised or taught within the unit.	<p>Revision of objectives from previous year (with year group this was first introduced) [NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</p> <ul style="list-style-type: none"> • <u>Statutory objectives (within the National Curriculum) are listed in this way</u> – bold, purple and underlined • New objectives (introduced within current year group) are listed in black 			<p><u>Statutory terminology from Appendix 2 of the National Curriculum are listed in this way</u> – bold, purple and underlined</p>

 <p>Genre Features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Purpose:</p>  <p>ENTERTAIN: Narrative</p> <p><i>Beegu by Alexis Deacon</i></p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>A <u>sentence</u> is an idea about a person or thing (noun) with action, thought or feeling (verb)</p>	<p>Word level including punctuation</p> <p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><u>Capital letters for names of people</u> (characters) help the reader to understand that this is a proper noun</p>	<p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> • Own story ending (prediction) 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> • Handwriting clinics • A message from Beegu • Simple character descriptions 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • Enjoy the story. • Understand different feelings from reading the story. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Capital letters and full stops. • Say out loud what I want to say before writing it. 	
<p>Companion texts</p>				

 <p>Purpose: INFORM: recount</p> <p><i>Toys and Games by Sally Hewitt</i></p>	<p>Genre Features</p> <p>Recount: Written in simple past tense</p> <p>Events are recounted in the time order that they happened</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> A recount of an old toy. 		<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn about toys from the past. Learn what different toys were made from. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> -ed suffix 	
<p>Companion texts</p>					

 <p>Purpose: INFORM: Labels, captions and lists</p> <p></p> <p>Someone Just Like You by Helen Docherty</p>	<p>Genre Features</p> <p>Narrative rhyming text: a lyrical rhyming text to encourage the themes of empathy and kindness.</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>		<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p>	<p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p>
<p>Final written outcome</p> <p></p>	<ul style="list-style-type: none"> A simple My story page featuring labels, captions and lists 		<p>Other writing opportunities</p> <p> </p>	<ul style="list-style-type: none"> Simple, single clause sentences 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn interesting facts about me. Understand feelings 		<p>Toolkit</p> <p></p>	<p>I will use...</p> <ul style="list-style-type: none"> Use capital letters for proper nouns Write lists Captions and labels for pictures 		
<p>Companion texts</p>						
<p>Hook / linked enrichment activities</p>	<ul style="list-style-type: none"> Real life objects to inspire writing lists. 		<p>Wider curriculum links</p>	<ul style="list-style-type: none"> PSHE 		



Purpose:



ENTERTAIN: narrative

Fabulous Frankie by Simon James Green

Genre Features

Narrative: Stories usually have a main **character** and the reader needs to understand what happens to them

Compositional choices according to writing purpose

Pictures or **illustrations** can help the reader see what you are writing about in their mind

Use a **title** to hook the reader's interest and to know what the writing might be about

Sentence level

A reader needs spaces between words so that they can understand and follow the writing

A **sentence** is an idea about a person or thing (**noun**) with action, thought or feeling (**verb**)

Word level including punctuation

A reader needs a **full stop** at the end and **capital letter** at the beginning of each sentence so that they know where one idea ends and another begins

Capital letters for names of people (characters) help the reader to understand that this is a **proper noun**

Grammatical terminology

letter, capital letter, word, sentence punctuation, full stop, verb, noun

Final written outcome



- Writing sentences about your own character

Other writing opportunities

- Writing simple sentences.
- Beginning to use adjectives

Intended effect on my reader and audience

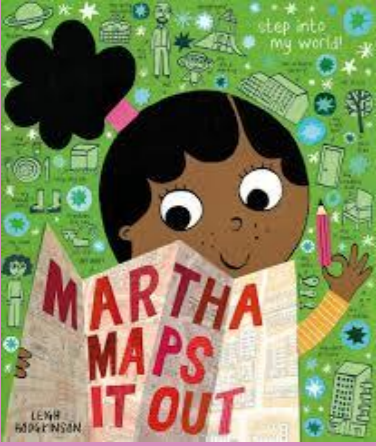





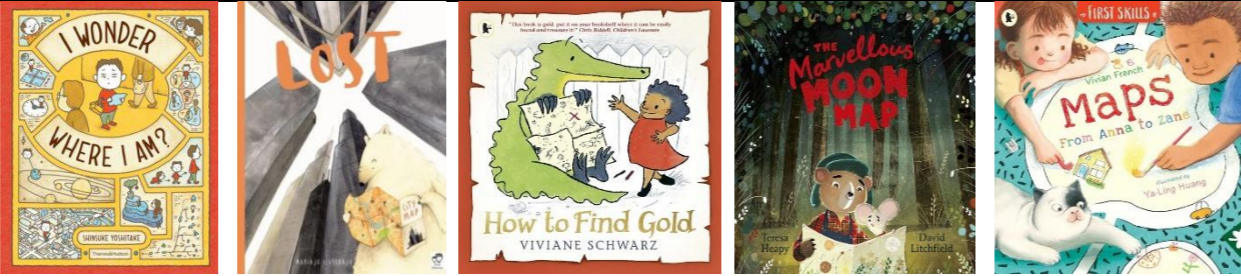
- My reader will...**
- Understand the story and follow what is happening
 - Enjoy the story
 - Feel happy and it will make them smile.







Toolkit






- I will use...**
- Adjectives
 - Proper nouns for names
 - Exclamation marks







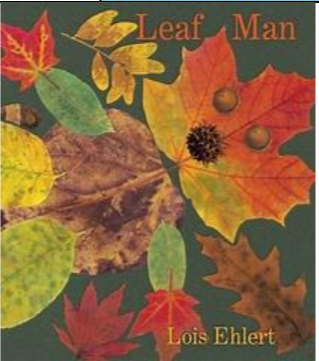
Companion texts

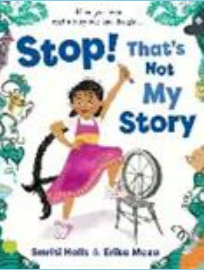





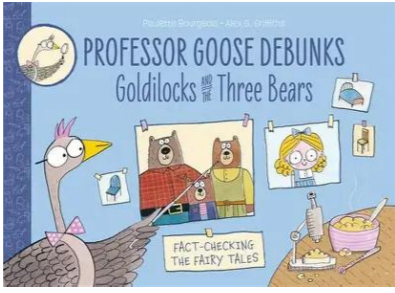
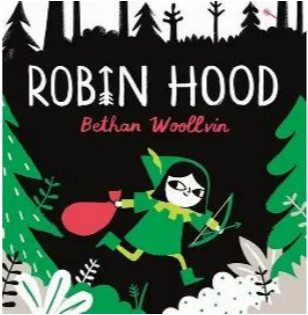








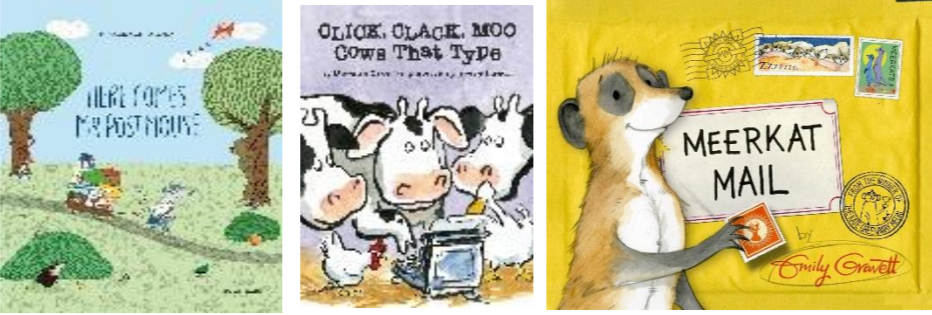
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>INFORM: recount</p> <p>Martha Maps it Out by Leigh Hodgkinson</p>	<p>Recount: Written in simple past tense</p> <p>Events are recounted in the time order that they happened</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p>	<p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Sentences about your journey to school 		<p>Other writing opportunities</p>  	<ul style="list-style-type: none"> Questions for Martha 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn about journeys to school Enjoy reading my story. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters Full stops 'and' to join two simple sentences. Finger spaces. 	
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>	<p>Mapping in Geography a route from our homes to school. Identifying physical and human features in Menston village.</p>		<p>Wider curriculum links</p>	<p>Geography: Our local area.</p>	

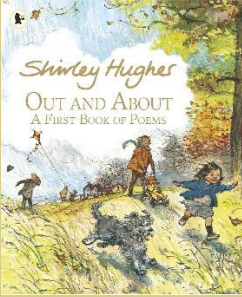





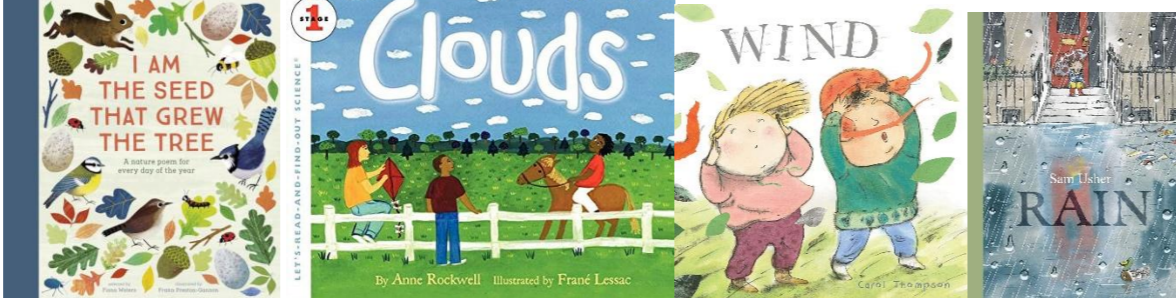
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>INFORM: Recount</p> <p>Ruby's Worry and Ravi's Roar by Tom Percival</p>	<p>Recount: Written in simple past tense Events are recounted in the time order that they happened</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind.</p> <p>Use a title to hook the reader's interest and to know what the writing might be about.</p> <p>Use labels or captions to show the reader something they might not know about.</p> <p>You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something</p>	<p>A reader needs spaces between words so that they can understand and follow the writing.</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow.</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins.</p> <p>Capital letters for names of days of the week help the reader to understand that this is a proper noun.</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves.</p>	<p>Letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Recount of a worry or roar they have had and how they resolved it. 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Self-chosen writing about emotions. Relate to PSHE unit. 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn about a worry or roar and how emotions changed. Learn new ways to resolve a worry or roar from reading other children's writing. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters Full stops 'and' to join two simple sentences. Finger spaces Re-read my work to check for sense. Word mats and learning wall for tricky emotion/roar words. 	
<p>Companion texts</p>				






	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Purpose:</p>  <p>Poetry: free verse</p> <p>Narrative Big Red Dragon by Jane Newberry Joy Take Off Your Brave by Nadim and Yasmeen Ismail</p>	<p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about.</p>	<p>Reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. I ate fish and chips)</p>	<p>Capital letters for names of days of the week help the reader to understand that this is a proper noun.</p> <p>Careful choice of nouns and verbs help the reader to create a picture in their minds.</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind.</p>	<p>Letter, capital letter, word, sentence punctuation, full stop, verb, noun, adjective</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Collaborative poem 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Days of the week practise. 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Enjoy listening to a free verse linked to a school day. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters for days of the week. Perform a free verse to others. Layout a poem correctly. Use capital letters 		

	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>Entertain: Narrative</p> <p>Stanley's Stick by John Hegley</p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them.</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure.</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind.</p> <p>Use a title to hook the reader's interest and to know what the writing might be about.</p>	<p>A reader needs spaces between words so that they can understand and follow the writing.</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins.</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun.</p> <p>As well as for names of people, we use capital letters for names of places as well as days of the week.</p>	<p>Capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Short narrative: own version of Stanley's Stick 		<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Using a speech bubble Create labels. Use illustrations to re-tell parts of the story. 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Be entertained. Listen to an alternative version of Stanley's Stick. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters and full stops effectively. Join words and clauses using 'and' Use capital letter for personal pronoun 'I' 	
<p>Companion texts</p>	 				

 <p>Purpose:</p>  <p>Narrative: Traditional Tales</p> <p>Stop! That's Not My Story! By Smriti Halls</p>	<p>Genre Features</p> <p>Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Introduce idea of fall-rise story shape for basic narrative structure</p> <p>If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing.</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>		<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark, exclamation mark</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Children write their own traditional tale with them as the main character (hero). 		<p>Other writing opportunities</p>  	<ul style="list-style-type: none"> Role play Practise writing single clause sentences. Handwriting practise ensuring correct posture at the table. 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Be entertained. Enjoy an alternative traditional tale with the author as main character. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters and full stops Use spaces between words Write single clause sentences. Link words and clauses with 'and' Use a capital letter for personal pronoun 'I' 		
<p>Companion texts</p>	 					

Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
<p>Paddington's Post</p>  <p>Purpose:</p>  Inform	<p>Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To ...' Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)</p>	<ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something 	<p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>To avoid the reader becoming bored, <u>join sentences together with 'and'</u> to create better rhythm and flow</p>	<p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><u>Capital letters for names of days of the week</u> help the reader to understand that this is a proper noun</p> <p>Instead of a full stop, a <u>question mark at the end of a sentence</u> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>	<p><u>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark</u></p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> • Letter to a child in another class 	<p>Other writing opportunities</p>  	<ul style="list-style-type: none"> • Writing cards • Writing questions 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • Learn about something that has happened • Enjoy my writing • Read and understand my writing 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Capital letters for names of people, places, days of the week and I • Sometimes we can join sentences together with and to create more interest for the reader • Spaces between words Capital letters at the start of a sentence and usually a full stop at the end • Sometimes sentences can end with a question mark to show that I am asking my reader about something • Letters or postcards often start with Dear and then the person's name, so they know who it is for, then my name so they know who it is from • Illustrations or pictures to help my reader see what they are reading about in their mind 		
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>	<p>Wider curriculum links</p>	<p>Art and Design: To use drawing to develop and share their ideas, experiences and imagination.</p>			

	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>Entertain: Poetry</p>	<p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <ul style="list-style-type: none"> Use a title to hook the reader's interest and to know what the writing might be about 	<p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>Writers can <u>join words together with 'and'</u> to make connections between things (e.g. I ate fish <u>and</u> chips)</p>	<ul style="list-style-type: none"> A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins Writers also use a <u>capital letter for the personal pronoun I</u> because this is the name we call ourselves Including adjectives to describe a noun helps the reader to create a more specific picture in their mind 	<p><u>letter, capital letter, word, sentence punctuation, full stop, verb, noun, adjective</u></p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Free verse poem 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Oral rehearsal 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> adjectives to describe senses to describe verbs to share what the object does short sentences Capital letter for I 'and' to join words Words more than once (repetition) 		
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	<p>Science- observe and describe weather associated with the seasons and how day length varies</p>	

Purpose:  INFORM: recount	Genre Features Recount: Written in simple past tense Events are recounted in the time order that they happened	Compositional choices according to writing purpose Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about	Sentence level A reader needs <u>spaces between words</u> so that they can understand and follow the writing A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) To avoid the reader becoming bored, <u>join sentences together with 'and'</u> to create better rhythm and flow		Word level including punctuation A reader needs a full stop at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins <u>Capital letters for names of people</u> (characters) help the reader to understand that this is a proper noun Writers also use a <u>capital letter for the personal pronoun I</u> because this is the name we call ourselves	Grammatical terminology <u>letter, capital letter, word, sentence punctuation, full stop</u> , verb, noun
Final written outcome 	<ul style="list-style-type: none"> • 		Other writing opportunities  	<ul style="list-style-type: none"> • 		
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> • 		Toolkit 	I will use... <ul style="list-style-type: none"> • 		
Companion texts						
Hook / linked enrichment activities			Wider curriculum links			