



**English Medium term planning  
2024-2025 AT1  
Year 1**

	Reading (8 Weeks)	Writing (8 weeks)
<p><b><u>Autumn 1 Core Texts</u></b></p> <p><b>The Naughty Bus by Jan Oke</b></p> <p><b>Our Story Starts in Africa by Patrice Lawrence</b></p>	<p><b><u>Reading comprehension (statutory requirements):</u></b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li><input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences</li> <li><input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li><input type="checkbox"/> recognising and joining in with predictable phrases</li> <li><input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart</li> <li><input type="checkbox"/> discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<div data-bbox="1464 145 1727 493" data-label="Image"> </div> <p><b><u>Outcome: own adventure story (4 weeks)</u></b></p> <p><b>Naughty Bus by Jan Oke and Jerry Oke</b> Literacy Tree</p> <p><i>A young boy receives a toy bus as a present and has great fun exploring the world with his new toy which turns out to be quite a naughty bus – or is it the boy being naughty?!!</i></p> <div data-bbox="1456 794 1693 1002" data-label="Image"> </div> <p><b><u>Outcome: Chronological recount of ancient story (4 weeks)</u></b></p> <p><b>Our story starts in Africa by Patrice Lawrence</b></p> <p><i>When Paloma goes to visit her family in Trinidad, she doesn't feel that she fits in. But Tante Janet has a story to tell her: An ancient story of warrior queens and talking drums, of treasures and tales</i></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li><input type="checkbox"/> discussing the significance of the title and events</li> <li><input type="checkbox"/> making inferences on the basis of what is being said and done</li> <li><input type="checkbox"/> predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Participate in discussion about what is read to them, taking turns and listening to what others say.</b></p> <p><b>Explain clearly their understanding of what is read to them.</b></p>	<p><i>that span thousands of years... a story that Paloma shares in, because her story starts in Africa, too...</i></p> <p><b><u>End of year outcomes (taken from Islington's Writing Moderation document):</u></b></p> <p>The pupil can, after discussion with the teacher:</p> <p><b>Please also note the Spelling Statutory objectives for the year. Ensure that these are taught within your lesson sequence and that the Spelling objective for that week is linked to the Spelling homework.</b></p> <p><b><u>Working Towards the expected standard</u></b></p> <p><b><u>Transcription: Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Spell some Year 1 common exception words*</li> <li>• Make plausible attempts at spelling words containing phonemes taught in phases 2 and 3**</li> </ul> <p><b><u>Transcription: Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Write letters that are clearly identifiable</li> </ul> <p><b><u>Composition:</u></b></p>
--	---	--

- Write simple sentences which can be read by themselves and others

#### **Vocabulary, grammar and punctuation:**

- Begin to show awareness of a full stop
- Write a capital letter at the start of their name

#### **Working at the expected standard**

##### **Transcription: Spelling**

- Use regular plural noun suffixes –s or –es (e.g. dog-dogs, wish-wishes)
- Spell many Year 1 common exception words
- Make plausible attempts at spelling words containing each of the 40+ phonemes already taught

##### **Transcription: Handwriting**

- Begin to form capital letters
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

##### **Composition**

- Leave spaces between words
- Join words and join clauses using 'and'
- Sequence sentences to form short narratives

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Read aloud writing clearly and loud enough for peers/teachers to hear them</li></ul> |
|--|--|--|

**Vocabulary, grammar and punctuation**

- |  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"><li>• Punctuate sentences using a capital letter and a full stop</li><li>• Begin to punctuate sentences using a question mark or exclamation mark</li><li>• Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li></ul> |
|--|--|---|

**Working at greater depth within the expected standard**

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Spell most Year 1 common exception words</li><li>• Begin to use because and so to join clauses</li><li>• Read aloud their writing audibly, beginning to use expression, to adults and peers, e.g., larger group or whole class.</li><li>• Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice.</li><li>• Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly</li><li>• Make links between what is read and translate this into writing (i.e. story language)</li></ul> |
|--|--|--|

		such as once upon a time, he walked and he walked and he walked).
--	--	---

\* 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

Phase 2: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss.

Phase 3: Set 6: j, v, w, x. Set 7: y, z, zz, qu, Consonant digraphs: ch, sh, th, ng, Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.