



Year 1 - Autumn 1 - English Medium-Term Plan

Half-term plan for topic/book		<i>In My World...</i>		
Book to read to the class		<i>Pumpkin Soup</i>		
Reading aims		Retrieving information from what is read, explaining, sequencing and predicting what will happen next.		
Writing outcomes		To write the problems in a story, To write a recycled story, To write a set of instructions		
Year group: One	Reading: decoding and comprehension <i>These can be oral outcomes. They do not have to be written</i>	Writing: composition <i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	Writing: grammar, vocabulary and punctuation <i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	Writing transcription: spelling and handwriting <i>Handwriting should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily</i>
1	<p>Read Pumpkin Soup together as a class. Children to then go off and answer some simple questions about the story. Some children can write. Some draw. (Retrieval of information)</p> <p>Who are the main characters?</p> <p>Where do they live? What is the problem? What happens in the end?</p>	<p>Read the story again together as a class. Children to retell the story by drawing the sequence of the story. Children to use this to help them retell the story orally.</p> <p>Retell the main events in the story through role play. Children to work in small groups to retell the events. Use the work they did yesterday to help them.</p>	<p>Attempt to write short sentences in meaningful contexts.</p> <p>Combine words to make a sentence.</p>	Book 1/2/3 from Rocket Phonics

2	<p>Explain. Who is your favourite character? Why?</p> <p>Would you like to live there? Why/why not?</p> <p>What do you like/dislike about the story?</p>	<p>Discuss and describe a character from the story 'Pumpkin Soup'.</p> <p>Identify and describe a story setting.</p>	<p>Attempt to write short sentences in meaningful contexts.</p> <p>Combine words to make a sentence.</p>	Book 1/2/3 from Rocket Phonics
3	<p>Sequence the events of the story</p>	<p>Children to generate ideas for a recycled story. Recap Pumpkin Soup. What could we change? (Characters, where they live, what they make).</p> <p>Children create a story map for their recycled story and be able to tell it from memory.</p> <p>Use adjectives to describe a character.</p>	Adjectives.	Book 1/2/3 from Rocket Phonics
4	<p>Link a text to own experiences.</p> <p>The animals fell out. What has happened when you fell out with a friend?</p>	<p>Create a plan for a recycled story.</p> <p>Write the opening of a recycled story. Work together as a class to write each sentence.</p> <p>Write the middle and ending of a recycled story. Work together as a class to create ideas.</p>	<p>Attempt to write short sentences in meaningful contexts.</p> <p>Combine words to make a sentence.</p>	Book 1/2/3 from Rocket Phonics

5	<p>Prediction. Watch a short film. What do you think will happen next? Why?</p>	<p>Introduce a simple set of instructions to the children. Children to create a map for the instructions.</p> <p>Children use their instruction maps to help them tell a set of instructions from memory.</p> <p>Children will understand what imperative verbs are and be able to give them to each other.</p>	Imperative verbs.	Book 1/2/3 from Rocket Phonics
6	<p>Inference. Have a look at a picture. What do we think is happening? Why do we think that?</p>	<p>Recap what we know about instructions. Create a plan for writing a set of recycled instructions. Write a set of instructions on how to make pumpkin soup.</p> <p>Start writing a set of instructions. Finish writing a set of instructions.</p>	Imperative verbs (recap from last week)	Book 1/2/3 from Rocket Phonics
7	<p>Say likes and dislikes about a book.</p>	<p>Explore rhyming words. What does rhyming mean? Match up rhyming words.</p> <p>Explore an acrostic poem. What do we notice? Can we think of different words we could have used at the start?</p> <p>Write an acrostic poem for harvest. What do we know about harvest?</p>	Combine words to make a sentence.	Book 1/2/3 from Rocket Phonics

