

Russell Lower School English MTP

Year 1 Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics	<p>Phase 2 and 3 phoneme/grapheme assessments.</p> <p>Phase 2 phonics games and flashcards.</p>	<p>Phase 3 sh/ch Read and write - no, go, I, the, to Common exception words- the, a NAHT KPI 1.1.c.1 Write from memory simple sentences dictated by the teacher.</p>	<p>ng/th Read and write – he, she, the, to Common exception words- do, to NAHT KPI 1.1.c.1 Write from memory simple sentences dictated by the teacher.</p>	<p>oo/ee Read and write – we, be, me Common exception words- today, of NAHT KPI 1.1.c.1 Write from memory simple sentences dictated by the teacher.</p>	<p>ai/oa Read and write – was, no, go Common exception words- said, says NAHT KPI 1.1.c.1 Write from memory simple sentences dictated by the teacher.</p>	<p>ar/or (also link to spelling 'ore') Read and write – my Common exception words- are, were NAHT KPI 1.1.c.1 Write from memory simple sentences dictated by the teacher.</p>	<p>igh/ur Read and write – you Common exception words – was, is NAHT KPI 1.1.c.1 Write from memory simple sentences dictated by the teacher.</p>
VGP (Resources – Classroom Secrets, twinkl, TES)		<p>Ready to write. Writing in a book. Why do we need lines on paper? How can the lines help us when writing? Why do we need a margin? Why do we need to write close to the margin?</p>	<p>Separation of words with spaces. Leaving spaces between words. Recognising space sizes. Where should the spaces be in this sentence? Why are words separated by spaces? How can we make sure our spaces are the same each time? Writing in a book. Is this a space between two letters or two words? How do you know?</p>	<p>Punctuating Sentences The Alphabet Introducing lower case letters. Introducing capital letters. Lower case and capitals.</p>	<p>Punctuating Sentences Full stops at the end of a sentence – discuss is this in the right place? If not where should it be? Children to fill in where the full stop should go, rearrange cut up sentences remembering the full stop goes at the end etc. Capital letters at the start of the sentence and 'I'. Is this sentence spaced correctly?</p>	<p>Punctuating Sentences/Word Classes – Nouns/verbs. Using capital letters and full stops. Recognising a sentence – revisit. Is apple a noun? How do you know? How many nouns can you see in the classroom? On the playground? Noun or verb? Is table a verb? How do you know? What actions have you done today? Are these words verbs?</p>	<p>Word Classes Recognising nouns in sentences Recognising verbs in sentences. Is sofa a verb or a noun? How do you know? What type of word is rabbit? What type of word is sit? Using nouns and verbs in sentences. Which word is the noun in the sentence? How many nouns are in this sentence?</p>

			What can you use to make sure your spaces between words are bigger than your spaces between letters?				
Handwriting (covered all the way through – modelling consistent letter size, identifying ascenders and descenders) NAHT KPI 1.1.d.2 Begin to form lower-case letters in the correct direction, starting and finishing in the right place		Ladder letters. Ll and Tt.	Ladder letters li and Jj	Ladder letters Uu and Yy	One armed robot letters Nn, Mm	One armed robot letters Hh, Bb and Kk	One armed robot letters Rr and Pp.
Key texts		Supertato			Superworm		
Reading		Becoming familiar with key stories/characters, retelling them (through role play) (1.2.b.1) Familiarity with text – discussing good/bad characters. (1.2.b.1)			Linking own experiences to what they have heard read to them or read themselves. (1.2.a.2) Link to experiences of: Mini beasts Superheroes		Prediction – 'How will we save Superworm?' (1.2.g.1)
VIPERS Comprehension		VIPERS Supertato – Inference and prediction.	VIPERS Supertato – Vocabulary and explain.	VIPERS Supertato – Sequence and explain.	VIPERS Super worm – Inference and prediction.	VIPERS Super worm – Vocabulary and retrieve.	VIPERS Super worm – Sequence and explain.

<p>Composition (genre/style)</p>	<p>Summer holiday recount.</p> <p>Initial writing assessment.</p> <p>Planning and drafting – (1.2.b.1)</p>	<p>Labels and captions</p> <p>Use labels and captions to describe favourite character.</p>	<p>Character description</p> <p>Write sentences by composing orally before writing it (1.2.b.2)</p> <p>Write sentences by saying out loud what they are going to write (1.2.b.1)</p> <p>Compare good/bad characters – use vocabulary bank and sort.</p>	<p>Character descriptions week 2</p> <p>Spell words containing each of the 40+ phonemes already taught (1.1.a.1)</p> <p>Choose/plan their own good/bad character e.g. 'Evil cabbage' – choose words to describe. Think, say, write a sentence using a describing word.</p> <p>Choose/plan their own good/bad character e.g. 'Evil cabbage' – choose words to describe. Think, say, write a sentence using a describing word.</p>	<p>Story writing – beginning</p> <p>Planning, drafting and writing</p> <p>Say out loud what we are going to write. (1.2.b.1)</p>	<p>Story writing – middle</p> <p>Planning, drafting and writing</p> <p>To read aloud to peers what they have written – performing their writing. (1.2.d.1)</p> <p>Sensory mud tray with items buried (from book). List objects Superworm finds in the soil. Describe how the soil/objects feel. Rhyming words in soil to match e.g. fork/cork. Chn to write in sentences what they have found in the soil – describe objects.</p>	<p>Story writing – end</p> <p>How did they save Superworm?</p> <p>Planning, drafting and writing</p> <p>Sequence the ending. (1.2.b.3)</p> <p>Say out loud what we are going to write. (1.2.b.1)</p>
<p>Familiar Texts</p>	<p>Gather children's favourite class books and read a selection during the first week back.</p>	<p>Range of Supertato stories</p> <p>Supertato: Veggies Assemble</p> <p>Supertato Run Veggies Run</p> <p>Supertato: Evil Pea Rules</p> <p>Supertato: Veggies in the Valley of Doom</p> <p>Supertato: Carnival Catastro-Pea!</p> <p>Supertato: Hap-pea Ever After</p>			<p>Range of Julia Donaldson texts: Zog, Snail and the Whale, The Gruffalo, A squash and a squeeze, Monkey Puzzle, The highway rat, Tiddler, Smartest giant in town, Sharing a shell, Charlie Cook's favourite book, The Princess and the Wizard, The Detective Dog,</p>		

<p>Speaking and listening.</p>	<p>Retell stories and describe incidents from their own experience in an audible voice.</p>	<p>Discussion and drama. Retell stories. Listen with sustained concentration. Group discussion and interaction. Take turns to speak, listen to other suggestions and take turns.</p> <p>Sequencing pictures – retell story verbally.</p>	<p>Explain their views to others. Retell stories. Group discussion and interaction.</p>	<p>Group discussion and interaction. Take turns to speak, listen to other suggestions and take turns.</p>	<p>Take turns to speak, listen to others and take turns.</p>	<p>Interpret a text by reading aloud with some variety in pace and emphasis.</p>	<p>Interpret a text by reading aloud with some variety in pace and emphasis.</p>
<p>Key Vocabulary</p>	<p>Letter, word, holiday, recount,</p>	<p>sequence, time words: first, next, then, finally characters, front cover</p> <p>Word of the week - distress</p>	<p>Letter, word, Superhero, powers, sequence, appearance character, like, dislike</p> <p>Word of the week - evil</p>	<p>Superhero, villain, character, powerful, strong, captain, speed, fantastic, fearless</p> <p>Word of the week - villain</p>	<p>Sentence, capital letter, punctuation, full stop, predict, character, experiences, beginning, describe.</p> <p>Word of the week - Squirm</p>	<p>Sentence, capital letter, punctuation, full stop, middle, predict, describe, senses – e.g. look like, feel like.</p> <p>Word of the week - Writhe</p>	<p>Sentence, capital letter, punctuation, full stop, end, predict, discuss, sequence, first, then, next, in the end, order events, retell.</p> <p>Word of the week - Cunning</p>