

EAST HERRINGTON PRIMARY ACADEMY

English Medium Term Plan

Year 1

Year 1 English Medium Term Plan

The following document is the medium term plan for Year 1 English. This specifically covers those objects which are taught within the English Lessons. It should be noted that the following objectives have their own dedicated teaching time as outlined in the Year 1 Medium Term Planning but should be reinforced at every possible opportunity when teaching English.

Handwriting: Pupils should be taught to:

Handwriting Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Spelling Pupils should be taught to spell by:

- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Reading Objectives for each unit should be taught within the English Lessons in addition to guided reading and daily shared reading. Guided Reading record sheets have all year group objectives for word reading and comprehension and all children should achieve these within guided/individual reading sessions along with reading in the English Units.

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Genre - Narrative			
Plot Types	Lost and Found Generic Structure: Opening MC has something precious Build up MC sets off with the precious item Problem MC loses the precious item and has to search for it/face the consequences Resolution The precious item is found Ending MC vows to keep the item safe/reflects on their feelings/learns a lesson	Rags to Riches Tale: Generic Structure: Opening. Introduce the MC. Build up MC is sad/lonely/treated badly. Problem MC has to face difficulties because of their situation. Resolution MC overcomes difficulties/Is helped to overcome the difficulties. Ending MC achieves happiness /wealth/recognition	Overcoming the Monster Conquering the Monster Tale: Generic Structure: Opening Introduce the MC(s) all is well Build up A monster appears and causes problems Problem The monster is difficult to defeat Resolution MC(s) defeat the monster Ending All is well again (MC(s) gets a reward)

Year 1 Narrative Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Identify features of familiar texts <i>e.g.</i> “There’s always a baddie; “They all have happy ending” Make connections between texts <i>e.g.</i> “This is like a traditional tale because there’s an evil witch/a bad wolf” Consolidate understanding that stories have characters, settings and events. Recognise the beginning, middle and end in stories. 	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed. Identify the main events. Discuss new vocabulary and link meanings to what is already known. Link what they read or hear read to their own experiences. Predict what might happen on the basis of what has been read so far <i>e.g.</i> “Jack will save them because that’s what he always does”; “The next part will tell you about what lions eat.” Use role play to identify with characters and make inferences on the basis of what is being said and done <i>e.g.</i> “The children were scared of the dragon because they ran away.” Notice familiar and unfamiliar settings. 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases <i>e.g.</i> “Run, run as fast as you can, you can’t catch me I’m the Gingerbread Man.” Discuss word meanings, linking new meanings to those already known <i>e.g.</i> “Enormous means big.” Begin to understand how written language can be structured in order <i>e.g.</i> to build surprise in narratives. Try out the language they have listened to <i>e.g.</i> through role play, retelling stories. Comment on obvious features of language <i>e.g.</i> rhymes and refrains, significant words and phrase. Recognise typical phrases for story openings and endings.

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Year 1 Narrative Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Join words and clauses using ‘and’ and ‘then’ • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for names and for the personal pronoun <i>I</i> • Use and experiment with sentences using question marks and exclamation marks. 	<ul style="list-style-type: none"> • Structure own writing using some of the features of given form, audience and text e.g. beginning, middle and end • Use patterned narrative <i>structures e.g. Once upon a time, Long, long ago...and lived happily ever after...</i> • Basic sequencing of ideas. • Sequence sentences to form short narratives. • Some use of past and present tenses 	<ul style="list-style-type: none"> • Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. • Add detail to writing using simple descriptive language. • Take an interest in, enjoy and explore new vocabulary. • Some features of written Standard English evident in writing
Writing Composition	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 		
Opportunities for Poetry	Where Teachers Keep their Pets - rhyming couplets linked to Science (Animals / Pets)		

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Recounts are sometimes referred to as ‘accounts’. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain

Generic structure	Language features	Knowledge for the writer
<p>Structure often includes:</p> <ul style="list-style-type: none"> ▪ orientation such as scene-setting or establishing context (It was 1914. I looked over the top of the trench ...); ▪ an account of the events that took place, often in chronological order (The day started with the Morning Hate...); ▪ Some additional detail about each event (It was freezing and wet.); ▪ Reorientation, e.g. a closing statement that may include elaboration. (I hope we survive another night.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>	<ul style="list-style-type: none"> ▪ Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the trench and I suddenly hear artillery fire!). ▪ Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). ▪ The subject of a recount tends to focus on individual or group participants (third person: they all shouted, everyone was struggling). ▪ Personal recounts are common (first person: I was thinking about my family). 	<ul style="list-style-type: none"> ▪ Plan how you will organise the way you retell the events. You could use a timeline to help you plan. ▪ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. ▪ Decide how you will finish the recount. You’ll need a definite ending, perhaps a summary or a comment on what happened (I think the cold nights in the trench were the hardest). ▪ Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when? ▪ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

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Unit/T4W Model/Key Text: Harvey Slumfenburger's Christmas Present Cross Curricular Application: Geography, Journeys / map work, RE – Church Walk Other Key Texts: Peace at Last			
Year 1 Recount Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify features of basic recounts 	<ul style="list-style-type: none"> <input type="checkbox"/> Express personal responses, including likes and dislikes; give some reasons linked to own experiences <input type="checkbox"/> Sequence simple recounts <input type="checkbox"/> Discuss new vocabulary and link meanings to what is already known <input type="checkbox"/> Check that the text makes sense as they read e.g. self- correction 	<ul style="list-style-type: none"> • Comment on language choices • Recognise patterns of literary language e.g. first, next, last. • Begin to understand how written language can be structured in order
Year 1 Recount Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Identify features of basic recounts 	<ul style="list-style-type: none"> <input type="checkbox"/> Express personal responses, including likes and dislikes; give some reasons linked to own experiences <input type="checkbox"/> Sequence simple recounts <input type="checkbox"/> Discuss new vocabulary and link meanings to what is already known <input type="checkbox"/> Check that the text makes sense as they read e.g. self- correction 	<ul style="list-style-type: none"> • Comment on language choices • Recognise patterns of literary language e.g. first, next, last. • Begin to understand how written language can be structured in order
Writing Composition	Pupils should be taught to: write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives 		

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	<ul style="list-style-type: none">• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.
Opportunities for Poetry	The Works KS1 Poems and Rhymes TBC

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Genre - Persuasion

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ An opening statement (thesis) that sums up the viewpoint being presented. (I am writing to tell you all the fantastic reasons why I should be on the nice list.) ▪ Strategically organised information presents and then elaborates on the desired viewpoint. (You should put me on the nice list because I am always kind, hep others and make good choices.) ▪ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... I am sure that you would agree.) 	<ul style="list-style-type: none"> ▪ Written in simple present tense. ▪ Often refers to generic rather than specific participants (Being helpful is really important...). ▪ Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). ▪ Tends to move from general to specific when key points are being presented. (I am very helpful. I tidy my room, wash the dishes and help out with my baby brother.) ▪ Use of rhetorical questions. (Do you want to know more? So what do you have to do to?) ▪ Text is often combined with other media to emotively enhance an aspect of the argument. 	<ul style="list-style-type: none"> ▪ Decide on the viewpoint you want to present and carefully select the information that supports it. ▪ Organise the main points to be made in the best order and decide which persuasive information you will add to support each. ▪ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. ▪ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. ▪ Try to appear reasonable and use facts rather than emotive comments. ▪ Choose strong, positive words and phrases and avoid sounding negative. ▪ Use short sentences for emphasis. ▪ Use techniques to get the reader on your side: <ul style="list-style-type: none"> ➢ address them directly (Let me tell you all the reasons why I must be on the nice list.); ➢ adopt a friendly and informal tone; ➢ use memorable or alliterative slogans (Fabulous friend, Super sister, brilliant brother); ➢ use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to.) ▪ Re-read the text as if you have no opinion and decide if you would be persuaded. ▪ Remember that you can use persuasive writing within other text types.

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Unit/T4W Model/Key Text The Gingerbread Man Cross Curricular Application: Other Key Texts: Science – Everyday Materials, Cooking and Nutrition, Design, make, evaluate (Cinderella, Three Little Pigs, Riding Hood)			
Year 1 Persuasive Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify and discuss the significance of simple text features 	<ul style="list-style-type: none"> <input type="checkbox"/> Express personal responses, including likes and dislikes; give some reasons linked to own experiences <input type="checkbox"/> Link what they read or hear read to their own experiences 	Discuss word meanings, linking new meanings to those already known <i>e.g. "Enormous means big."</i> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to understand how written language can be structured in order to persuade <input type="checkbox"/> Comment on obvious features of language <i>e.g. repeated phrases simple alliteration and rhyme</i>
Year 1 Persuasive Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Joining words and clauses using 'and' <i>e.g. Please come back to my house and eat a feast with me.</i> • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for names <i>e.g. Gruffalo</i> • Use and experiment with sentences using question marks and exclamation marks <i>e.g. Do you want to eat a delicious feast with me?</i> 	<ul style="list-style-type: none"> • Structure own writing using some of the features of persuasive writing <i>e.g. Opening statement, use strong positive words and phrases.</i> • Basic sequencing of ideas. • Sequence sentences to form short persuasive piece. 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research. • Use vocabulary collected from cross curricular learning.
Writing Composition	Pupils should be taught to: write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 		

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	<ul style="list-style-type: none">• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.
Opportunities for Poetry	The Works KS1 Poems and Rhymes TBC

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Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement.

Purpose:

To provide detailed information about the way things are or were.

To help readers/listeners understand what is being described by organising or categorising information.

Generic structure	Language features	Knowledge for the writer
<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> ▪ an opening statement, often a general classification (Sparrows are birds); ▪ sometimes followed by a more detailed or technical classification (Their Latin name is...); ▪ a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: <ul style="list-style-type: none"> ➤ its qualities (Like most birds, sparrows have feathers.); ➤ its parts and their functions (The beak is small and strong so that it can ...); ➤ its habits/behaviour/ uses (Sparrows nest in ...). 	<ul style="list-style-type: none"> ▪ Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) ▪ Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) ▪ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) ▪ Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). ▪ Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.) ▪ Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. 	<ul style="list-style-type: none"> ▪ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. ▪ Gather information from a wide range of sources and collect it under the headings you've planned. ▪ Consider using a question in the title to interest your reader (Vitamins – why are they so important?). ▪ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. ▪ Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information. ▪ Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog). ▪ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. ▪ Use other text-types within your report if they will make it more effective for your purpose and audience.

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Unit/T4W Model/Key Text: Animal Fact file Cross Curricular Application: Science - Animals including humans fact file. Geography UK and Capital cities Other Key Texts: Snail and the Whale			
Year 1 Non Chronological Reports Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Identify factual texts <i>e.g. "This tells you about animals/houses"</i> 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences. Simple points from familiar texts are identified and discussed. Discuss new vocabulary and link meanings to what is already known. Check that the text makes sense as they read <i>e.g. self- correction.</i> Discuss the significance of simple text features <i>e.g. title, events.</i> Link what they read or hear read to their own experiences. Draw on what they already know or on background information and vocabulary provided by the teacher <i>e.g. "The mother stays by the nest to protect the eggs."</i> 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known <i>e.g. "Enormous means big."</i> Begin to understand how written language can be structured in order <i>e.g. to present facts in non-fiction.</i>
Year 1 Non chronological Report Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Some use of past and present tenses. Joining words and clauses using 'and' <i>e.g. Dogs have four legs and a tail.</i> Spaces are left between words. Use capital letters and full stops to demarcate sentences. 	<ul style="list-style-type: none"> Structure own writing using some of the features of given form : Opening statement, a simple description of whatever is the subject of the report organised in some way to make the reader make sense of the information. Basic sequencing of ideas. Sequence sentences to form short report. 	<ul style="list-style-type: none"> Use new vocabulary from their reading and research. Use vocabulary collected from cross curricular learning.

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	<ul style="list-style-type: none">• Use capital letters for names e.g. <i>My pet dog is called Poppy.</i>		
Writing Composition	Pupils should be taught to: write sentences by: <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.		
Opportunities for poetry	The Works KS1 Rhymes and Poems		

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Genre - Discussion

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ The most common structure includes: ▪ a statement of the issues involved and a preview of the main arguments; ▪ arguments for, with supporting evidence/examples; ▪ arguments against or alternative views, with supporting evidence/examples. ▪ Another common structure presents the arguments ‘for’ and ‘against’ alternatively. ▪ Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. 	<ul style="list-style-type: none"> ▪ Written in simple present tense. ▪ Generalises the participants and things it refers to using uncountable noun phrases (some people, most animals), nouns that categorise (mammals, amphibians) and abstract nouns (wellbeing). ▪ Uses connectives (for example, therefore, however). ▪ Generic statements are often followed by specific examples (Most conservationists agree. Dave Smith, a zoologist for 20 years, finds that ...) ▪ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence. 	<ul style="list-style-type: none"> ▪ Questions often make good titles. (Should animals be kept in zoos?) ▪ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people’s views vary a lot.) ▪ Make sure you show both/all sides of the argument fairly. ▪ Support each viewpoint you present with reasons and evidence. ▪ If you opt to support one particular view in the conclusion, give reasons for your decision. ▪ Don’t forget that discussion texts can be combined with other text types depending on your audience and purpose.

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Unit/T4W Model/Key Text The Gingerbread Man Cross Curricular Application: Other Key Texts: Science – Everyday Materials, Cooking and Nutrition, Design, make, evaluate (Cinderella, Three Little Pigs, Red Riding Hood)			
Year 1 Discussion Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Explore how different characters might think, feel and react differently from themselves and from each other. • Identify factual texts 	<ul style="list-style-type: none"> • Express personal responses, including likes and dislikes; give some reasons linked to own experiences • Simple points from familiar texts are identified and discussed • Discuss the significance of simple text features e.g. title, events • Link what they read or hear read to their own experiences • Draw on what they already know or on background information and vocabulary provided by the teacher • Use role play to identify with characters and make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known <i>e.g.</i> “<i>Enormous means big.</i>” • Use language to express an opinion.
Year 1 Discussion Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Joining words and clauses using ‘and’ e.g. use “and” to begin exploring thinking further, for example, <i>I would give the toy back and say sorry to the little girl.</i> 	<ul style="list-style-type: none"> • Structure writing using some of the features of discussion. • Basic sequencing of ideas. 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research.

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	<ul style="list-style-type: none"> • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for the personal pronoun <i>I</i> 	<ul style="list-style-type: none"> • Consistent use of first person . 	<ul style="list-style-type: none"> • Use vocabulary collected from cross curricular learning. • Explore opinion stems e.g. <i>I think..., I feel...</i>
Writing Composition	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 		
Opportunities for Poetry	<p>The Works Rhymes and Poems TBC</p>		

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Genre - Explanatory Text

Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

<ul style="list-style-type: none">▪ A general statement to introduce the topic being explained. (Many Meerkats survive in the Kalahari Desert.)▪ The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the meerkat looks for a safe place to hide.)	<ul style="list-style-type: none">▪ Written in simple present tense. (Meerkats use the sand to dig burrows for homes and protection.)▪ Use of temporal connectives, e.g. first, then, after that, finally.▪ Use of causal connectives, e.g. so, because of this.	<ul style="list-style-type: none">▪ Choose a title that shows what you are explaining, perhaps using why or how. (Why is the Kalahari Desert a good habitat for Meerkats?)▪ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.▪ Use the first paragraph to introduce what you will be explaining.▪ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.▪ Add a few interesting details.▪ Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...).▪ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information.▪ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.
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Model/Key Text The Gingerbread Man Cross Curricular Application: Other Key Texts: Science – Everyday Materials, Cooking and Nutrition, Design, make, evaluate (Cinderella, Three Little Pigs, Red Riding Hood)			
Year 1 Explanation Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify simple features of captions, pictures and diagrams that explain a simple process <input type="checkbox"/> Discuss the significance of simple text features e.g. title 	<ul style="list-style-type: none"> <input type="checkbox"/> Simple points from explanation text identified and discussed <input type="checkbox"/> Discuss new vocabulary and link meanings to what is already known <input type="checkbox"/> Check that the text makes sense as they read e.g. self- correction 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss word meanings, linking new meanings to those already known <input type="checkbox"/> Begin to understand how written language can be structured in order
Year 1 Explanation Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Joining words and clauses using ‘and’ • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for the personal pronoun <i>I</i> 	<ul style="list-style-type: none"> • Sequence sentences to form short narratives e.g. <i>Chicks have a spike on their beak. This is called the egg tooth.</i> • Basic sequencing of ideas to explain a simple process based on a first-hand experience. 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research • Use vocabulary collected from cross curricular learning
Writing Composition	Pupils should be taught to: write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 		
Opportunities for Poetry	The Works TBC		

Year 1 English Medium Term Plan

Genre - Instructional Texts

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ Begin by defining the goal or desired outcome. (How to catch a dragon.) ▪ List any material or equipment needed, in order. ▪ Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. ▪ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to set a trap.) 	<ul style="list-style-type: none"> ▪ Use of imperative verbs (commands), e.g. Raise your sword ... Jump on your trusty steed ... ▪ Instructions may include negative commands. (Do not use a princess as bait.) ▪ Additional advice (It's a good idea to wear your armour. If the dragon escapes the trap, be ready to run...) or suggested alternatives (If you need to catch a sea dragon swap your climbing shoes for some swimming trunks). 	<ul style="list-style-type: none"> ▪ Use the title to show what the instructions are about. (How to catch a dragon.) ▪ Work out exactly what sequence is needed to achieve the planned goal. ▪ Decide on the important points you need to include at each stage. ▪ Decide how formal or informal the text will be. (Jump on your horse, Mount your trusty steed.) ▪ Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. ▪ Keep sentences as short and simple as possible. ▪ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. ▪ Appeal directly to the reader's interest and enthusiasm. (You will be a hero/heroine. Only one more thing left to do now.) ▪ Include a final evaluative statement to wrap up the process. (Now go back to the village and celebrate your success.) ▪ Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. ▪ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

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Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify basic features of instructional texts • Make connections between texts e.g. <i>“These texts all tell us how to make something”</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <input type="checkbox"/> Simple points from the instructional texts are identified and discussed. <input type="checkbox"/> Discuss new vocabulary and link meanings to what is already known. <input type="checkbox"/> Check that the text makes sense as they read and follow instructions e.g. self- correction. 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known e.g. “spread means the same as coat” • Begin to understand how written language can be structured in order to give instructions in order • Try out the language they have listened to e.g. through following a recipe • Comment on obvious features of language e.g. imperative verbs
Year Instructions Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Joining words and clauses using ‘and’ • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for the personal pronoun I • Use/ experiment with sentences using question marks and exclamation marks. 	<ul style="list-style-type: none"> • Structure own writing using some of the features of instructions e.g. numbered lists, title to show what the instructions are about, simple list of equipment. 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research. • Use vocabulary collected from cross curricular learning. • Use imperative verbs (commands), e.g. Cut the card ... Paint your design ...
Writing Composition	Pupils should be taught to: write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 		

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	<ul style="list-style-type: none">• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.
Opportunities for Poetry33	The Works TBC