**St Mary’s Catholic Primary School**

**Literacy Medium Planning**

|  |
| --- |
| **Class:** Green/Orange **Year:** 1 **Term:** Spring Term 2019 1st half **Teacher Miss Bowd/Ms Keevil** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Speaking and Listening** | **Word Level Work, Phonics, Spelling and Vocabulary** | **Sentence Level Work**  **Grammar and Punctuation** | **Comprehension & Composition** | **Texts** |
|  | **Continuous Work** | **Continuous Work** | **Continuous Work** | **Continuous Work** | Continuous Work |
|  | Take turns to speak and listen to others.  Ask and answer questions, make relevant contributions, offer suggestions and take turns.  Interpret a text by reading aloud.  Listen with sustained concentration. | Learn new sound each week.  From YR practise and secure alphabetical order.  Develop a comfortable and efficient pencil grip.  Form lower case letters correctly in a script that will be easier to join later.  Recognise critical features of words – length, spelling patterns, words within words.  Write with spaces between words accurately.  Make collection of personal interest/topic words. | Compose and write simple sentences independently to communicate meaning.  Use capital letters and full stops when punctuating simple sentences.  Expect reading to make sense / use expression.  Use awareness of grammar to decipher new words.  Predict words – use words that fit. Use the space bar to type name and simple text | To read on sight high frequency words likely to occur in graded texts matched to the ability of reading groups.  To read on sight other familiar words.  Reinforce and apply word level skills through shared / guided and individual reading.  Use phonological context, grammatical and graphic knowledge to check meaning of unfamiliar words and make sense.  Select books for personal reading and give reasons for choice.  ‘Big Writing’ every week | Fiction and poetry  Stories with familiar settings, stories and rhymes with predictable and repetitive patters.  Non-fiction  Signs, labels, captions, lists and instructions. |
| Week | Block Work | **Block Work** | **Block Work** | **Block Work** | **Block Work** |
| 1 and 2 **Stories from Familiar Settings**  7/1/19  14/1/19 | Interpret a text by reading aloud.  Listen with sustained concentration.  Take turns to listen to others’ views.  Explain their views to others in a small group.  Re-tell stories ordering events using story language.  Explore familiar themes and characters. Act out own and well-known stories | Recognise and use alternative ways of pronouncing graphemes.  Recognise and use alternative ways of spelling graphemes.  Identify constituent parts of words.  Recognise increasing number of high frequency words.  Apply phonic knowledge  Read and spell phonically decipherable two and three syllable words.  Spell new words using phonics  Segment sounds into phonemes.  Recognise and use alternative ways of spelling graphemes.  Use knowledge of common inflections in spellings such as plurals. | Compose and write simple sentences independently to communicate meaning.  Use capital letters and full stops when punctuating sentences. | Identify the main characters in stories.  Use syntax and context when reading with meaning.  Explain the effect of patterns of language and repeated words and phrases.  Visualise and comment on events, characters and ideas.  Independently choose what to write about, plan and follow it through.  Use key features of narrative in their own writing.  Find and use interesting words and phrases including ‘story’ language.  Write chronological texts using simple structures. | Knuffle Bunny |
| **2**  **Stories from Familiar Settings**  **21/1/19** | Interpret a text by reading aloud.  Listen with sustained concentration.  Take turns to listen to others’ views.  Explain their views o others in a small group.  Re-tell stories ordering events using story language.  Explore familiar themes and characters. Act out own and well-known stories | Recognise and use alternative ways of pronouncing graphemes.  Recognise and use alternative ways of spelling graphemes.  Identify constituent parts of words.  Recognise increasing number of high frequency words.  Apply phonic knowledge  Read and spell phonically decipherable two and three syllable words.  Spell new words using phonics  Segment sounds into phonemes.  Recognise and use alternative ways of spelling graphemes.  Use knowledge of common inflections in spellings such as plurals. | Compose and write simple sentences independently to communicate meaning.  Use capital letters and full stops when punctuating sentences. | Identify the main characters in stories.  Use syntax and context when reading with meaning.  Explain the effect of patterns of language and repeated words and phrases.  Visualise and comment on events, characters and ideas.  Independently choose what to write about, plan and follow it through.  Use key features of narrative in their own writing.  Find and use interesting words and phrases including ‘story’ language.  Write chronological texts using simple structures. | Dogger |
| **3**  **Non-fiction**  **Labels, Lists, Signs, Captions**  **28/1/19** | Interpret a text by reading aloud.  Listen with sustained concentration.  Take turns to listen to others’ views.  Explain their views o others in a small group.  Re-tell stories ordering events using story language.  Explore familiar themes and characters. Act out own and well-known stories | Recognise and use alternative ways of pronouncing graphemes.  Recognise and use alternative ways of spelling graphemes.  Identify constituent parts of words.  Recognise increasing number of high frequency words.  Apply phonic knowledge  Read and spell phonically decipherable two and three syllable words.  Spell new words using phonics  Segment sounds into phonemes.  Recognise and use alternative ways of spelling graphemes.  Use knowledge of common inflections in spellings such as plurals. | Compose and write simple sentences independently to communicate meaning.  Use capital letters and full stops when punctuating sentences | Identify the main characters in stories.  Use syntax and context when reading with meaning.  Explain the effect of patterns of language and repeated words and phrases.  Visualise and comment on events, characters and ideas.  Independently choose what to write about, plan and follow it through.  Use key features of narrative in their own writing.  Find and use interesting words and phrases including ‘story’ language.  Write chronological texts using simple structures. |  |
| **4**  **Poetry: Pattern and Rhyme**  **4/2/19** | Interpret a text by reading aloud.  Listen with sustained concentration.  Take turns to listen to others’ views.  Explain their views o others in a small group.  Re-tell stories ordering events using story language.  Explore familiar themes and characters. Act out own and well-known stories | Recognise and use alternative ways of pronouncing graphemes.  Recognise and use alternative ways of spelling graphemes.  Identify constituent parts of words.  Recognise increasing number of high frequency words.  Apply phonic knowledge  Read and spell phonically decipherable two and three syllable words.  Spell new words using phonics  Segment sounds into phonemes.  Recognise and use alternative ways of spelling graphemes.  Use knowledge of common inflections in spellings such as plurals. | Compose and write simple sentences independently to communicate meaning.  Use capital letters and full stops when punctuating sentences. | Identify the main characters in stories.  Use syntax and context when reading with meaning.  Explain the effect of patterns of language and repeated words and phrases.  Visualise and comment on events, characters and ideas.  Independently choose what to write about, plan and follow it through.  Use key features of narrative in their own writing.  Find and use interesting words and phrases including ‘story’ language.  Write chronological texts using simple structures. | Rhymes with numbers. The pirate ship song. |
| **5**  **Poetry: Unit 2 Pattern and Rhyme**  **11/2/19** | Interpret a text by reading aloud.  Listen with sustained concentration.  Take turns to listen to others’ views.  Explain their views o others in a small group.  Re-tell stories ordering events using story language.  Explore familiar themes and characters. Act out own and well-known stories | Recognise and use alternative ways of pronouncing graphemes.  Recognise and use alternative ways of spelling graphemes.  Identify constituent parts of words.  Recognise increasing number of high frequency words.  Apply phonic knowledge  Read and spell phonically decipherable two and three syllable words.  Spell new words using phonics  Segment sounds into phonemes.  Recognise and use alternative ways of spelling graphemes.  Use knowledge of common inflections in spellings such as plurals. | Compose and write simple sentences independently to communicate meaning.  Use capital letters and full stops when punctuating sentences. | Identify the main characters in stories.  Use syntax and context when reading with meaning.  Explain the effect of patterns of language and repeated words and phrases.  Visualise and comment on events, characters and ideas.  Independently choose what to write about, plan and follow it through.  Use key features of narrative in their own writing.  Find and use interesting words and phrases including ‘story’ language.  Write chronological texts using simple structures. |  |
| **6** Assessment Week- | Take turns to speak, listen to others.  Ask and answer questions, make relevant contributions, offer suggestions and take turns.) TA write notes of pupils involvement) | Spelling tests. | Writing tests | Reading comprehension and spellings. |  |

**St Mary’s Catholic Primary School**

**Literacy Medium Planning**

|  |
| --- |
| **Class:** Green/Orange **Year:** 1 **Term:** Spring Term 2019 2nd half **Teacher:** Miss Bowd/ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Speaking and Listening** | **Phonics, Spelling and Vocabulary** | **Grammar and Punctuation** | **Comprehension & Composition** | **Texts** |
|  | **Continuous Work** | **Continuous Work** | **Continuous Work** | **Continuous Work** | Continuous Work |
|  | Take turns to speak, listen to others.  Ask and answer questions, make relevant contributions, offer suggestions and take turns. | A new sound each week.  From YR to practise and secure alphabetical order.  To develop a comfortable and efficient pencil grip.  To form lower case letters correctly in a script that will be easier to join later. | Compose and write simple sentences independently to communicate meaning  Use capital letters and full stops when punctuating simple sentences | to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups  To read on sight other familiar words e.g children’s names, equipment labels, classroom captions. | Fiction: Traditional and Fairy Tales (unit 3).  Non- narrative:  Instructions  (unit 2) |
| Week |  | Block Work | **Block Work** | **Block Work** | **Block Work** |
| **1**  **Non- narrative:**  **Instructions** | **Listen to and follow instructions accurately, asking for help.** | Recognise and use alternative ways of pronouncing graphemes.  Recognise and use alternative ways of spelling graphemes.  Identify constituent parts of words.  Recognise increasing number of high frequency words.  Apply phonic knowledge  Read and spell phonically decipherable two and three syllable words.  Spell new words using phonics  Segment sounds into phonemes.  Recognise and use alternative ways of spelling graphemes.  Use knowledge of common inflections in spellings such as plurals. | Compose and write simple sentences independently to communicate meaning.  Use capital letters and full stops when punctuating sentences | Distinguish fiction and non-fiction texts and the different purposes for reading them.  Convey information in non-narrative forms  Group written sentences together in chunks f meaning.  Read instructions together and analyse features of layout.  Practise giving oral instructions using appropriate language. | Writing Instructions to make banana bread  Porridge from goldilocks |
| 2  **Fiction:**  **Traditional and Fairy Tales** | Experiment with and build new stores of words to communicate in different contexts.  Retell stories, ordering events using story language.  Listen with sustained concentration; build new stores of words in different contexts.  Act out well-known stories, using voices for characters.  Explore familiar themes/characters through improvisation and role-play. | Recognise and use alternative ways of spelling phonemes. Segment sounds into their constituent phonemes to spell them correctly. | Compose and write simple sentences to communicate meaning.  Write most letters, correctly formed.  Write, leaving spaces between words. | Recognise the main elements that shape different texts.  Explore the effect of patterns of language and repeated words and phrases.  Convey information and ideas in simple non-narrative forms.  Independently choose what to write about, plan, and follow it through.  Write chronological & non-chronological texts using simple structures.  (from Y2) Engage with books through enacting interpretations.  Engage with poems enacting repetitions. | Three Little Pigs |
| 3  **Fiction:**  **Traditional and Fairy Tales** | Experiment with and build new stores of words to communicate in different contexts.  Listen with sustained concentration, building new stores of words in different contexts.  Take turns to speak, listen to others’ suggestions and talk about what they are going to do.  Ask and answer questions, make relevant contributions, offer suggestions and take turns.  Discuss why they like a performance. | Apply phonic knowledge/skills as prime approach to reading and spelling unfamiliar words not completely decodable.  Segment words into their constituent phonemes in order to spell them correctly. Spell new words using phonics as the prime approach. | Write most letters, correctly formed.  Write, leaving spaces between words. | Recognise the main elements that shape different texts.  Explore and explain the effect of patterns of language and repeated words and phrases.  Create simple short texts on paper and on screen, which combine words with images.  Convey ideas in simple non-narrative form (poem). Find and use new and interesting words and phrases, including descriptive language. Independently choose what to write about, plan and follow through. | Little Red Riding Hood |
| 4  **Fiction:**  **Traditional and Fairy Tales** | Interpret a text by reading aloud.  Listen with sustained concentration.  Take turns to listen to others’ views.  Explain their views o others in a small group.  Re-tell stories ordering events using story language.  Explore familiar themes and characters. Act out own and well-known stories  Explain their views to others in a small group: decide how to report the group’s views to the class  4 Explore familiar themes and characters through role play | 5. Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable  6. Spell new words using phonics as the prime approach  Read and spell phonically decodable two-syllable and three-syllable words | 11. Compose and write simple sentences independently to communicate meaning, e.g. to give instructions or reasons | Identify the main characters in stories.  Use syntax and context when reading with meaning.  Explain the effect of patterns of language and repeated words and phrases.  Visualise and comment on events, characters and ideas.  Independently choose what to write about, plan and follow it through.  Use key features of narrative in their own writing.  Find and use interesting words and phrases including ‘story’ language.  Write chronological texts using simple structures. | Hansel and Gretal |
| **5 Alan Peat – Story Writing** | Take turns to speak, listen to others.  Ask and answer questions, make relevant contributions, offer suggestions and take turns. | Segment sounds into their constituent phonemes in order to spell them correctly.  Spell new words using phonics as the prime approach. | Compose and write simple sentences independently to communicate meaning  Use capital letters and full stops when punctuating simple sentences | Use key features of narrative in their own writing.  Find new and interesting words and phrases, including ‘story language’. | Pictures and Questions to help structure a story. |
| **6** Assessment Week- | Take turns to speak, listen to others.  Ask and answer questions, make relevant contributions, offer suggestions and take turns.) TA write notes of pupils involvement) | Spelling tests. | Writing tests | Reading comprehension and spellings. |  |