

English - Spring 1 - Prior skills and knowledge

Year R

Children have:

- Developed their own narratives and explanations by connecting ideas or events
- Used vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Given meaning to their marks they make as they draw, write and paint
- Used clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Had experience of talking about what they have read, demonstrating an understanding
- Used vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Used their phonic knowledge to write words in ways which match the spoken sounds
- Written some irregular common words
- Used clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Written simple sentences containing some words spelled correctly and some which are phonetically plausible
- Listened to stories with repeated patterns and phrases
- Orally retold simple stories with repetitive phrases
- Had experience of listening to a wide range of familiar stories
- Had opportunities for independent mark making and writing for a range of purposes including writing lists, registers, captions
- Accessed a daily phonics session, with opportunities to write embedded within these sessions
- Talked about days of the week and had access to them around the Foundation Stage environment

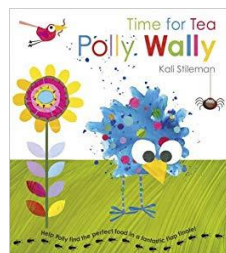
English – Year 1

Medium Term Plan Overview

Spring 1 – The Great Fire of London



Texts used:



Learning Intent: Children will learn what non-fiction/fiction/poetry writing are and write sentences that form a short narrative (real or fictional) and a diary.

Implementation: Children will continue to build on the phonic knowledge and pre-writing skills learned in Year R to enable them to write. Through two learning journeys, children will learn the skills needed to write clearly, accurately and coherently, adapting the language and style and in a range of contexts, purposes and audience. This will be done through writing descriptions, captions, information texts, recounts, leading to writing an **innovation of a story**, and a **diary**.

Impact: Children will demonstrate their developing skills, knowledge and understanding to write descriptions, captions, information texts, recounts, simple sequenced sentences, a **diary** and a **story (innovation)**, applying their growing phonic knowledge.

Prior skills and knowledge: As in previous term - know the letters of the alphabet, spelling of common exception words that have been taught, use phonemes and graphemes relating to phases 1-5, segmenting to read and spell, using 'ing' and 'ed' where no changes are needed in the root word, begin to use correct letter formation, say out loud what they are going to write about, begin to use some story or topic related vocabulary, compose a sentence orally before writing, write simple sentences using the simple pronoun 'I', write simple sentences starting with nouns/pronouns, leave spaces between words, capital letters and full stops, joining words using 'and', spell days of the week, use s / es for plurals, begin to spell contractions, re-read written work for sense, sequence sentences to form short narratives, use question marks, join clauses using 'and', capital letters for days of the week.

New skills and knowledge: beginning to use the prefix 'un', adding suffixes 'er' and 'est' where no changes needed in spelling of root word, using simple prepositions, organising ideas/events, using time related words, numbers, ordering of pictures/ captions, writing reliably formed simple and compound sentences, using exclamation marks, simple noun phrases, discuss work using appropriate terminology such as capital letter, word, singular, plural, full stop, question mark, etc.