

English - Autumn 1 - Prior skills and knowledge

Year R

Children have:

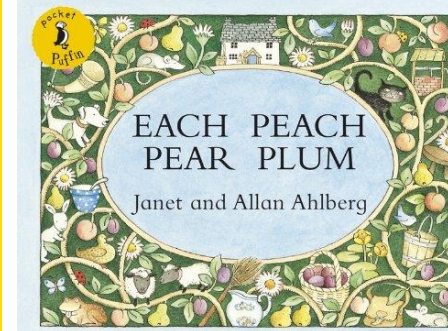
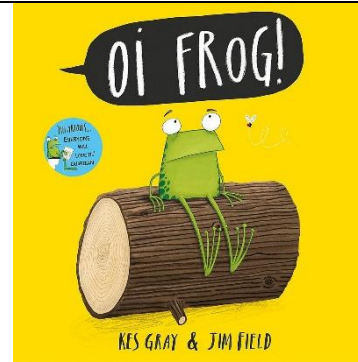
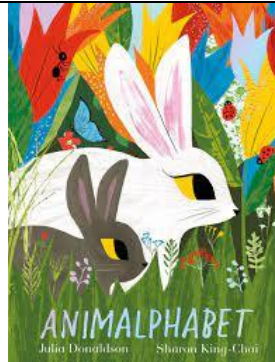
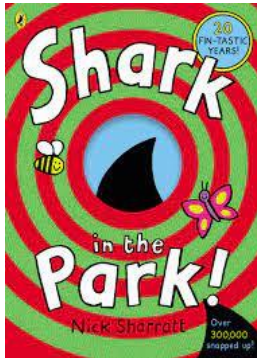
- Developed their own narratives and explanations by connecting ideas or events.
- Used vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Given meaning to their marks they make as they draw, write and paint.
- Used clearly identifiable letters to communicate 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.
- Accessed a daily phonics session, with opportunities to write embedded within these sessions.

English – Year 1
Medium Term Plan Overview



Autumn 1 – Sensational Senses

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).

Implementation: Children will build on the phonic knowledge and pre-writing skills learned in Year R to enable them to write. Through four 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 mind maps, lists, rhyming sentences and descriptive sentences, leading to writing a **character description, a letter, a rhyming poem and a setting description.**

Impact: Children will demonstrate their developing skills, knowledge and understanding to write lists, simple sequenced sentences, applying their growing phonic knowledge.

Prior skills and knowledge: 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, composing 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'.

English - Autumn 2 - Prior skills and knowledge

Year R

Children have:

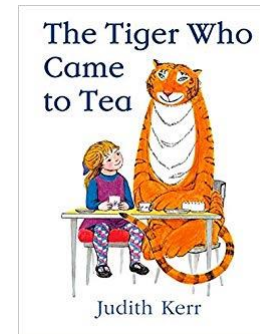
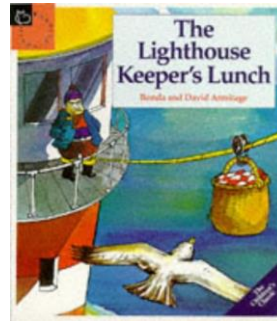
- Developed their own narratives and explanations by connecting ideas or events.
- Used vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Given meaning to their marks they make as they draw, write and paint.
- Used clearly identifiable letters to communicate 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 and 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



Autumn 2 – Magnificent Me

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), a counting poem and a letter.

Implementation: Children will continue to build on the phonic knowledge and pre-writing skills learned in Year R to enable them to write. Through three 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, recounts, letters, labels, invitations, lists, leading to writing a **retell of a story, a letter and a counting poem**.

Impact: Children will demonstrate their developing skills, knowledge and understanding to write descriptions, lists, labels, simple sequenced sentences, a **letter, a counting poem and a story (retell)**, applying their growing phonic knowledge.

Prior skills and knowledge: As in previous half 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, composing 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'.

New skills and knowledge: spelling days of the week, using s / es for plurals, begin to spell contractions, re-reading written work for sense, sequencing sentences to form short narratives, using question marks, join clauses using 'and', capital letters for days of the week.