

English - Autumn 1 - Prior skills and knowledge

Year R

Chn have:

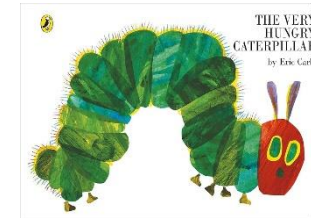
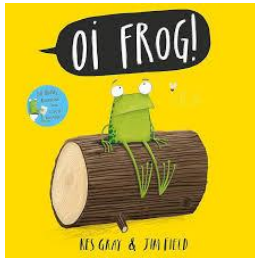
- Developed their own narratives and explanations by connecting ideas or events
- Used vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Given meaning to their marks they make as they draw, write and paint
- Used clearly identifiable letters to communicate 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 fiction and poetry writing are and write sentences that form a short narrative (real or fictional) and a senses poem.

Implementation: Children will 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, captions and lists, leading to orally **retelling of a story** following a **story map** and a **senses poem**.

Impact: Children will demonstrate their developing skills, knowledge and understanding to create story maps, write lists, captions, simple sequenced sentences, a **senses poem** and a **story (oral retell)**, 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'.