

Elmore Green Primary School Literacy Medium Term Plan 2015-2016

Year 1		AUTUMN								
	Planning, Evaluating and	Grammar, Vocabulary and Punctuation								
Editing		Word St	tructure	Sentence St	ructure	Text Structure	Punctuation			
Objectives	 Say out loud what they are going to write about in advance Discuss their own writing with a teacher and understand they can read back words they have spelt Use appropriate grammatical terminology Read their own writing aloud Re-read their work to ensure it makes sense After re-reading, discuss and understand elements they could 'have another go' at writing 	- the big h	oulary and bjects in ng	 Join words and clause with the conjunction 'and' as well as other Year 1 conjunctions To write from memory simple sentences dictated by the teacher (develop stamina for writing include GPC and exception words taught so far) 		Compose sentences orally and write them down recognising sentence boundaries in spoken sentences Begin to use imperative sentences in instructions (e.g. Get an spoon and a bowl) Begin to write about more than one idea Begin to use simple sentences to record orally invented stories Begin to group related ideas Recognize the features of different forms of writing	 Capital letters for names and for the personal pronoun I Capital letters at the beginning of sentences Full stops Consistent separation of words 			
Conjunctions	end Punctuation		Full Stop, ark, Exclamation g word,		Identified Texts					



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Year 1		SPRING									
	Planning, Evaluating and	Grammar, Vocabulary and Punctuation									
	Editing	Word Structure			cture	Sentence Structure			Text Structure		Punctuation
Objectives	Say out loud what they are going to write about in advance Discuss their own writing with a teacher and understand they can read back words they have spelt Use appropriate grammatical terminology Read their own writing aloud Re-read their work to ensure it makes sense After re-reading, discuss and understand elements they could 'have another go' at writing	To begin to increase their vocabulary and describe objects in their writing (beginnings of expanded noun phrases - the big hole, the tall giant, the fat pig etc.)			 Join words and clause with the conjunction 'and' as well as other Year 1 conjunctions To write from memory simple sentences dictated by the teacher (develop stamina for writing include GPC and exception words taught so far) 			Compose sentences orally and write them down recognising sentence boundaries in spoken sentences Begin to use imperative sentences in instructions (e.g. Get an spoon and a bowl) Begin to write about more than one idea Begin to use simple sentences to record orally invented stories Begin to group related ideas Recognize the features of different forms of writing		names and for the personal pronoun I Capital letters at the beginning of sentences Full stops Question marks Exclamation marks Consistent separation of words ally	
	Review EYFS: once upon a time so, and, but, next, in the end Now,	e, then,			Singular,	apital letter, Plural, Sentence, n, Full Stop,		•			•
N	Soon,			>	Question I	Mark, Exclamation	Genres			Texts	
tion	First,			log	Mark, join		l sen				
Conjunctions	After that,			nino	punctuation mark				ied		
	One day,			Terminology			Range			Identified	
	One night,						\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\			H	
	Suddenly,										
	On Tuesday/sunday										



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Year 1		SUMMER								
	Planning, Evaluating and	Grammar, Vocabulary and Punctuation								
	Editing	Word	1 Str	ucture	Sentence S	itructure	Text Structure	Punctuation		
Objectives	Say out loud what they are going to write about in advance Discuss their own writing with a teacher and understand they can read back words they have spelt Use appropriate grammatical terminology Read their own writing aloud Re-read their work to ensure it makes sense After re-reading, discuss and understand elements they could 'have another go' at writing	their voca describe o their writi (beginning		ects in of un phrases e, the tall	with the conjunction to as well as other Year a conjunctions To write from memory simple sentences dictated by the teach (develop stamina for writing include GPC an exception words taughts so far)		Compose sentences orally and write them down recognising sentence boundaries in spoken sentences Begin to use imperative sentences in instructions (e.g. Get an spoon and a bowl) Begin to write about more than one idea Begin to use simple sentences to record orally invented stories Begin to group related ideas Recognize the features of different forms of writing	names and for the personal pronoun I Capital letters at the beginning of sentences Full stops		
	Review EYFS: once upon a tir then, so, and, but, next, in th	-		Letter, Cap Singular, Pl		•				
S	Now,		Full Stop,	Question Mark,	Genres	xtx				
tion	First,				Mark, joining	Ser	P			
Conjunctions	After that,		ninc	word, punct	uation mark	of (Identified Texts			
oni	One day,		Tern			Range	intii			
3	One night,					Rar	Ide			
	Suddenly,									
	On Tuesday/sunday									