

Year One Literacy MTP Plan – Spr 1 2019

Writing – transcription	Handwriting	Writing – vocabulary	Composition
<p>Spelling -Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un– ○ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these 	<p>Writing - vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using ‘and’ ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English appendix 2 • use the grammatical terminology in English appendix 2 in discussing their writing 	<p>Writing - composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher

SMSC - Taken into consideration when planning

E-Safety The school will take all reasonable precautions to ensure that teachers and pupils access only appropriate material. All pupils will also be taught to stop and call an adult if they see anything that they are not comfortable with.

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exception words taught so far			
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T4W Book: Monkey/minion see monkey/minion do, (punctuation focus) How to keep your monkey happy, Where the wild things are.						
<u>Week</u>	<u>Spellings /phonics/ transcription</u>	<u>Punctuation & Grammar</u>	<u>Composition/Learning Objectives</u>	<u>Writing Focus</u>		<u>Speaking and Listening & ICT</u>
<u>1</u>	o-e home, those, woke, hope, hole, note, joke, stroke was back him his not to	-learning the grammar for year 1 in English appendix 2	- saying out loud what they are going to write about - leaving spaces between words - joining words and joining clauses using 'and' -composing a sentence orally before writing it	Talk For Writing – Minions see minions do Imitation Hook – Minions see minions do – SURPRISE FOR CHILDREN and learn story map Session 2 – Learn story from story map and Sentence level and learning key vocabulary of story Session 3 – Phonics and sentence level	* Syllables * roythezebra.com * phonicsplay.co.uk * Adjective detective * Adjective adventure * Choose the adjective * Espresso Grammar	Explore familiar themes and characters through improvisation and role- play Interpret a text by reading aloud with some variety in pace and emphasis Listen with sustained concentration, building new stores of words in different contexts
<u>2</u>	u-e – both the 'oo' and 'yoo' sounds can be spelt as u-e june, rule, rude, use, tube, tune, huge, cute The and Dad had can too	- Adjectives - Punctuation - grammar	sequencing sentences to form short narratives beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation ma re-reading what they have written to check that it	Innovate Session 1 – Revise story map and model sentences using punctuation Session 2 – Punctuation lesson missing punctuation from story Session 3 – Use all skills learnt to write beginning of story Session 4 – Phonics and sentence level	* roythezebra.com * phonicsplay.co.uk * Joining words * joining words/sentences * Espresso Grammar	Ask and answer questions, make relevant contributions, offer suggestions and take turns Explain their views to others in small groups; decide how to report the group's views to the class

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			<p>makes sense</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using 'and'</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>			<p>ICT</p> <p>Skills</p> <ul style="list-style-type: none"> - Control simple everyday devices to make them produce different outcomes. - Save and retrieve and edit work. <p>I can ...</p> <ul style="list-style-type: none"> - Control the mouse, clicking and dragging objects accurately - Use a simple art programme - Print my own work - Use enter, backspace, delete keys - Select words from word bank to make my own sentences - use shift key to make capital letters - Make changes to my work and explain how I made the changes
13	<p>Ar Car, start, park, arm, garden, are, were, our</p> <p>Going dog day am play</p>	<ul style="list-style-type: none"> - Finding alternative words to sound - Past and present tense to be appropriate. - Verb work – change the endings on verbs from 'ing' to 'ed', discuss within the facts that we find. 	<p>As many objectives as can achieve</p>	<p>Session 1 – Review story map Session 2 – Begin writing intro structured sentences Session 3 – Complete APP Session 4 – Phonics and sentence level</p> <p>*APP sessions</p>	<ul style="list-style-type: none"> * roythezebra.com * phonicsplay.co.uk * Espresso Grammar 	<ul style="list-style-type: none"> - List lots of things that give me information Use the word 'information'

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		- sequencing				
4	<p>Ee See, tree, green, meet, week, deep, teeth, sweets</p> <p>Look them that with now</p>		<p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using 'and'</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Session 1- create new characters and vocab to change class story map – use mind maps of sensible character and they can choose 1</p> <p>Session 2 – Change story maps with new character</p> <p>Session 3 – Sentence level/Write up class story map in full</p> <p>Session 4 – Phonics and sentence level</p>		

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5	Ea – vowel digraph with long e sound Sea, dream, meat, each, scream, read, seat, treat For this down you put	- Adverbs - Vocabulary for recording - spellings - use all of knowledge gained to write about a journey to space,	•Identify main features of a persuasive piece of writing - adjectives - time words - conjunctions - punctuation - inference	Invention Session 1 – create idea for their own travelling story – use mind maps for characters, places and main event Session 2 – design story map for your own story. Ct to model idea for a story. Unicorn see unicorn Session 3 – Sentence level, including punctuation, TW and spellings Session 4 – Phonics and sentence level	* Don't use said * Espresso Grammar	
6	Ea – vowel digraph with short e sound Head, bread, meant, instead, read, dread, ahead, spread Will then was they are	- exclamation marks, question marks, speech marks -adjectives -inferences.	As many objectives as can achieve	APP based on their own story map Session 1 – chn to read out story maps to their partners Session 2 – begin writing using checklist Session 3 – complete Session 4 – Phonics and sentence level		

Phonic Links	roythezebra.com phonicsplay.co.uk www.ictgames.com/blendingBingo_LS.html www.ictgames.com/phonemePopLS_v2.html www.ictgames.com/dinosaurEggs_phonics/index.html www.ictgames.com/blendingDragon/index.html www.ictgames.com/phonemePatterns/index.html
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SMSC: sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning. Willingness to participate in, and respond to, for example, artistic, musical, technological, scientific and cultural opportunities.

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