




Brierley English Medium Term Plan: Year 1 2024 - 2025

Year 1 reading spine			
Narrative	Classics	Drop-and-read texts	Poems and rhymes
 The Tiger Who Came to Tea by Judith Kerr  Mog The Forgetful Cat by Judith Kerr  The Jolly Postman by Janet & Allan Ahlberg  Cops and Robbers by Allan Ahlberg	 Pinocchio  Little Red Riding Hood  Puss-in-Boots  The Ugly Duckling	 The Twits by Roald Dahl  Paddington by Michael Bond  Charlie and the Chocolate Factory by Roald Dahl	Poems by Allan Ahlberg Shape poems/ Calligrams Off by Heart – There's No Such Thing as Monsters by Roger Stevens 

	Block 1	Block 2	Block 3
Genre and final outcomes	1. Place value unit 2. Non-fiction: non-chronological report about a recent topic (linked to science) 3. Non-fiction: non-chronological report about a recent topic (linked to history) 4. Narrative: character description based on the drop-and-read text: The Twits Week 12 poetry focus: poems by Allan Ahlberg	1. Narrative: retell of a familiar story 2. Non-fiction: a letter linked to 'The Jolly Postman' 3. Non-fiction: recount based on a school trip or experience 4. Narrative: retell of part of a familiar story based on the drop-and-read text 'Paddington Bear' Week 12 poetry focus: shape poems and calligrams	1. Non-fiction: recount in the form of a police report linked to the text 'Cops and Robbers' by Allan Ahlberg 2. Narrative: retell of part of a familiar story linked to the book 'The Tiger Who Came to Tea' 3. Non-fiction: instructions based on the story 'The Tiger Who Came to Tea' 4. Narrative: retell part of a story based on the drop-and-read text 'Charlie and the Chocolate Factory' by Roald Dahl Week 12 poetry focus: Off by Heart – There's No Such Thing as Monsters by Roger Stevens
Reading	<i>Use reading within English lessons to build up an understanding of a text type by focusing on text type, language, features, layout, person, tone, purpose and audience. Use these sessions to make links between author intent and making choices as an author when writing. Remember to include a hook and have a clear purpose for writing. Working walls should be used to build up language throughout the unit.</i>		
	Set texts: Non-chronological reports The Twits by Roald Dahl	Set texts: Little Red Riding Hood The Jolly Postman by Allan Ahlberg Recounts Adventure stories Paddington Bear by Michael Bond	Set texts: 'Cops and Robbers' by Allan Ahlberg 'The Tiger Who Came to Tea' by Judith Kerr 'Charlie and the Chocolate Factory' by Roald Dahl Instructions

Cross curricular Links	NC reports to link to science and history		Instructions to link to DT unit
Written units in detail	Block 1		
	<p>1. Place Value of Punctuation and Grammar Unit (Grammarsaurus) 4 weeks Focused on children consolidating the basics of sentence structure, punctuation and transcription.</p> <p>2. Non-fiction: non-chronological report (linked to science) 2 weeks Children to understand the purpose and features of a non-chronological report and write one/write factual sentences linked to a recent topic (materials in science). Use this unit to apply the work on sentence structure, punctuation and grammar from the place value unit and continue to focus on subject and verb. Independent write: children to write a non-chronological report/factual sentences linked to the science topic materials.</p> <p>3. Non-fiction: non-chronological report (linked to history) 2 weeks Children to apply their understanding of non-chronological reports in order to plan and write one/write factual sentences linked to history. Independent write: children to write a non-chronological report/factual sentences linked to history.</p> <p>4. Narrative: character description (linked to the drop-and-read text: 'The Twits') 3 weeks Three-week unit running until the end of week 11. Narrative writing linked to the drop-and-read text which has been covered in the half term up to now. Independent write: children to write a character description based on 'The Twits'</p> <p>Week 12 poetry focus: poems by Allan Ahlberg No hot task needed for this</p> <p>SPaG to be covered in block 1</p> <p>Leave spaces between words Combine words to make sentences Punctuate sentences with capital letters and full stops Use capital letters for names of people and the personal pronoun 'I' Join words using 'and' Form letters correctly</p>		
	Block 2		
	<p>1. Narrative: simple retell of a chosen part of a familiar story (Little Red Riding Hood) 4 weeks Narrative writing linked to a well-known story which children are able to orally retell. Story-map the story together and rehearse and retell the story (could add actions). Independent write: children to write their own simple retell of a chosen part of a familiar story which they can orally retell.</p> <p>2. Non-fiction: letter (linked to 'The Jolly Postman') 3 weeks Children to understand the language, layout and purpose of a letter and read and compare different examples of letters. Children to write a reply letter linked to the story 'The Jolly Postman' Independent write: to write a reply letter</p> <p>3. Non-fiction: recount (linked to a school trip or experience) 1 week Children to understand the purpose, language and layout of a recount. Children to have opportunities to talk about and describe what they did, noting the most important events and putting events into order (photos would help with this). Children to practise writing in first person, past tense with an awareness of the reader when describing events. Opportunities for paired writing and up-levelling would help. Independent write: children to write a first-person recount based on a real experience.</p> <p>4. Narrative: retell part of a familiar story (linked to the drop-and-read text 'Paddington Bear') 3 weeks Narrative writing linked to the drop-and-read text which has been covered in the half term up to now. Children to write sentences linked to the story with a focus on consolidating understanding of using capital letters and full stops correctly and beginning to/consolidate using the conjunction 'and' (moving onto 'but' and 'so') to extend sentences. Also look at the use of adjectives within sentences to make writing more interesting for the reader. Could focus on one small part of the story to retell. This could be story-mapped as a class and children could practise orally retelling the story and/or using pictures to sequence and describe. Independent write: children to write a retell of part of a familiar story which they are able to orally retell before writing about (Paddington Bear)</p>		

Week 12 poetry focus: shape poems and calligrams

No hot task needed for this

SPaG to be covered in block 2

Join words and clauses using 'and'
Punctuate sentences using a capital letter and a full stop
Begin to use question marks
Begin to use exclamation marks
Join words and clauses using 'and'
Use simple description

Block 3

1. Non-fiction recount/police report linked to the text 'Cops and Robbers' (3 weeks)

Children to write a recount in the form of a police report linked to the class author text 'Cops and Robbers'. They should build on their understanding of recounts from last term.

Independent write: to write a recount in the form of a police report

2. Non-fiction: instructions 1 linked to the story 'Cops and Robbers' (2 weeks)

Children to be secure in the purpose, layout, features and language of instructional texts and practise writing sentences where they directly address the reader. Look at the use of imperative verbs (bossy verbs) and for challenge, adverbs. Children to have the opportunity to talk about the process before writing about it. Children to be secure in giving the instructions orally (use of photos and ordering and discussing the photos would help with this). Pick apart the different parts of instructions and practise writing bit-by-bit (could also re-order given written steps).

Independent write: children to write a set of instructions linked to 'Cops and Robbers' (how to catch a robber)

Greater depth: could write more detailed steps and focus on an introductory paragraph which hooks the reader in

3. Non-fiction: instructions 2 linked to 'The Tiger Who Came to Tea' (2 weeks)

Children to reinforce and apply their understanding of instructional writing to write a set of instructions about how to make a sandwich for the tiger (children to have a go practically first and orally retell the steps before writing them).

Independent write: children to write a set of instructions linked to 'The Tiger who Came to Tea' (how to make a sandwich)

Greater depth: could write more detailed steps and focus on an introductory paragraph which hooks the reader in

4. Narrative – linked to the drop-and-read text 'Charlie and the Chocolate Factory' (4 weeks)

This unit is to be used to focus on children building on their narrative skills and being able to retell part of a familiar story. Story-map the whole story and then focus in on the chosen part to practise orally rehearsing and retelling the story – use of role play and hot-seating could help with this. Once children are secure with the story, they could work on sequencing sentences to retell part of the story. Part of the story could be modelled/written as a shared write whilst the children then continue the next part. Up-levelling simple versions could help with this in encouraging children to apply their SPaG and begin to be more ambitious in their choice of vocabulary. Children who are less confident could sequence pictures from the story and write captions/simple sentences to accompany the pictures.

Independent write: children to write a simple retell of part of a familiar story

Week 12 poetry focus: poems to learn by heart and perform

Children should learn poem(s) by heart/part of a poem and perform with actions. The following text could be used 'There's No Such Thing as Monsters' by Roger Stevens or 'The Dragon Who Ate our School'.

No hot task needed for this No hot task needed for this

SPaG to be covered in block 3

Join words and clauses using 'and'
Sequence sentences to form short narratives
Punctuate sentences using a capital letter and a full stop
Use question marks
Use exclamation marks
Sequence sentences to form short narratives
Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

