

Literacy Medium Term Plan – Autumn 2 Y1 2016-17

<p>Sequence of learning 1 (Week 1 and 2)</p>	<p>Genre: Narrative / Non-Fiction / Poetry Text Type: Report/ instructions/ story/ letter.</p>	<p>Outcome: The chn will be able to use finger spaces, upper case letters and full stops in their writing.</p>	<p>Texts: Goldilocks and The Three Bears.</p>
<p>SPOKEN LANGUAGE OBJECTIVES: To speak audibly and fluently with an increasing command of standard English.</p>	<p>READING OBJECTIVES: Word: To re-read books to build up fluency and confidence in word reading. Comprehension: To become very familiar with key stories, fairy stories and traditional tales retell them and consider their characteristics.</p>	<p>WRITING OBJECTIVES: Punctuation: Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Composition: To understand how spoken words combine to make a sentence.</p>	<p>KEY VOCAB TO BE USED: letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>
<p>SPOKEN LANGUAGE SUCCESS CRITERIA: I can speak audibly and fluently.</p>	<p>READING SUCCESS CRITERIA: Word: I can identify repeated text. Comprehension: I can use drama to explore and retell a story.</p>	<p>WRITING SUCCESS CRITERIA: Transcription: I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Composition: I can say a sentence before I write it.</p>	<p>TOPIC LINKS: Safety and Wellbeing – Identifying what is right and wrong. Learning how to keep safe. Science – Testing materials, using senses to investigate.</p>
<p>Sequence of learning 2 (week 3,4,5)</p>	<p>Genre: Narrative / Non-Fiction / Poetry Text Type: Report/ instructions / story/ diary</p>	<p>Outcome: Children will be able to use a conjunction in their writing.</p>	<p>Texts: Goldilocks/Bears</p>
<p>SPOKEN LANGUAGE OBJECTIVES: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and</p>	<p>READING OBJECTIVES: Word: To explain clearly their understanding of what is read to them.</p>	<p>WRITING OBJECTIVES: Transcription: Begin to form lower-case letters in the correct direction, starting and finishing in the right</p>	<p>KEY VOCAB TO BE USED: letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>

responding to comments	Comprehension: Compose a sentence orally before writing.	place. Composition: Joining words and joining sentences using 'and'.	
SPOKEN LANGUAGE SUCCESS CRITERIA: I can maintain attention and participate in conversations staying on topic and responding to comments.	READING SUCCESS CRITERIA: Word: I can talk about what I have read. Comprehension: I can say my sentence before writing it.	WRITING SUCCESS CRITERIA: Transcription: I can form all lower case letters correctly. Composition: I can use 'and' to extend my sentence.	TOPIC LINKS: Science – using our senses, testing materials, magnetism. PSHE – Staying safe.
Sequence of learning 2 (week 6 and 7)	Genre: Narrative / Non-Fiction / Poetry Text Type: Report/ instructions / story/ diary	Outcome: Children will be able to identify and use question and exclamation marks in their writing.	Texts: Midnight Superhero
SPOKEN LANGUAGE OBJECTIVES: Give well-structured descriptions and explanations	READING OBJECTIVES: Word: Apply phonic knowledge and skills as the route to decode words Comprehension: To sequence parts of the story	WRITING OBJECTIVES: Transcription: Form capital letters Composition: Sequencing sentences to form short narratives.	KEY VOCAB TO BE USED: letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
SPOKEN LANGUAGE SUCCESS CRITERIA: I can explain and describe to story and characters.	READING SUCCESS CRITERIA: Word: I can use my phonics knowledge to read and decode words. Comprehension: I can sequence parts of the story.	WRITING SUCCESS CRITERIA: Transcription: I can use capital letters at the start of my sentence. Composition: I can sequence sentences from a short story.	TOPIC LINKS: Science – PSHE –

Evaluation of sequence of learning 1:
Evaluation of sequence of learning 2:

Evaluation of sequence of learning 3: