

2SIMPLE PLANS Medium Term Plan YEAR 1 TERM 1 Based on NLS unit plans

Objectives have been shortened for ease of reference, please refer to full objectives on the weekly plans.

Range stories with familiar settings; rhymes with predictable and repetitive patterns Non fiction signs labels captions

Sentence Objectives	Text Objectives for Units	Suggested Outcomes	Text suggestions	Suggestions for using 2simple products	Link to example
<p>S1 to expect written text to make sense</p> <p>S2 to use awareness of the grammar</p> <p>S3 to read with appropriate expression</p> <p>S4 to write captions and simple sentences</p> <p>S5 full stops and capital letters when reading</p> <p>S8 to begin using full stops</p> <p>S9 to use a capital letter for the personal pronoun 'I'</p>	<p>Narrative 1</p> <p>T1 to reinforce and apply their word level skills</p> <p>T2 to use phonological, contextual, grammatical and graphic knowledge</p> <p>T4 to read familiar, simple stories and poems independently</p> <p>T5 to describe story settings and incidents</p> <p>T8 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary</p> <p>T9 to write about events in personal experience linked to a variety of familiar incidents from stories.</p>	<p>Stories based on personal experiences or other stories.</p> <p>Tell a partner about something that happened to you in a clear way.</p> <p>Prepare a simple sentence with a partner.</p> <p>Use a capital letter for the first word in a sentence and the personal pronoun 'I'</p>	<p>There are many texts with familiar settings. Consider setting up the role play area with simple props from the story selected.</p> <p>The class could visit and discuss a setting in the story. E.g. a playground or a playing field or a street.</p>	<p>T4 Record self reading simple story using 2Create A Story (2CAS).</p> <p>T9 Use photos in 2CAS. Record voice telling story. Then make multimedia story.</p> <p>T9 Use 2publish to make simple story book.</p>	
<p>S1 make sense and to check for sense if it does not;</p> <p>S2 to use awareness of the grammar</p> <p>S3 , to read with appropriate expression and intonation;</p> <p>S4 to write captions and simple sentences,.</p>	<p>Non-fiction 1 two weeks</p> <p>T1 to reinforce and apply their word level skills</p> <p>T2 to use knowledge to work out, predict and check the meanings of unfamiliar words</p> <p>T8 to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p> <p>T12 to read and use captions eg labels around the school, on equipment;</p> <p>T14 to write captions for their own work, display, etc</p> <p>T15 to make simple lists for planning, reminding etc</p>	<p>That there are different kinds of writing for different purposes.</p> <p>The different purposes of lists.</p> <p>How to make a list and use it.</p> <p>Tell a partner a complete sentence before writing it down.</p> <p>To write and punctuate simple captions.</p>	<p>Use photos to think of captions around the school and classroom.</p> <p>Many books from other curriculum areas for year 1, consist of a picture with a captions.</p> <p>Set up the role play area to reflect the topic and provide prompts for lists and captions.</p>	<p>T14 Import photos into 2CAS and add spoken and written labels.</p> <p>T15 Use 2publish for notices and lists.</p>	

<p>S1 to expect written text to make sense S2 to use awareness of the grammar S5 to recognise full stops and capital letters; S6 to begin using the term sentence i; S7 that a line of writing is not necessarily the same as a sentence; S8 to begin using full stops to</p>	<p>Narrative 2 two weeks T1 to reinforce and apply their word-level skills through shared and guided reading T2 to use phonological, contextual, grammatical and graphic knowledge T3 to notice the difference between spoken and written forms T4 to read familiar, simple stories and poems independently, to point T7 to re-enact stories in a variety of ways T8 through shared and guided T11 to make simple picture storybooks in sentences</p>	<p>To cooperate together in a role play based on a story To Identify the main points in a story How to use prompts to retell a story in sequence To distinguish complete sentences from incomplete ones How to compose and improve a sentence with a partner That sentences have capitals & full stops.</p>	<p>It is easier to retell a story if it has a simple clear plot rather than one that is a list of events most of which could happen in any order. There are many texts with familiar settings. Consider setting up the role play area with simple props from the story selected</p>	<p>T11 Use 2CAS or 2 publish to make own story. T4 Record self reading using 2CAS</p>	
<p>S1 to expect written text to make sense S2 to use awareness of the grammar</p>	<p>Poetry two weeks T1, T2, T4 independently, to point while reading and make correspondence between words said and read; T6 to recite stories and rhymes with predictable and repeating patterns, T8 to apply phonological, graphic; T10 use rhymes and patterned stories as models for writing</p>	<p>Continue a rhyming string. identify and repeat sections of predictable text while pointing at the words suggest own endings to lines of poetry based on models read compose lines of poetry based on models read</p>	<p>Simple list poems are a good model for writing own lines. It is easier for them to write or adapt rhyming couplets or rhyming pairs; e.g. 'Imagine a parrot eating a carrot' than more complicated rhyme patterns.</p>	<p>T10 Use 2publish for finished poem</p>	
<p>S4 to write captions and simple sentences, and to re-read, , S5 to recognise full stops and capital letters S6 to begin using the term <i>sentence</i> to identify S7 line of writing is not nec a sentence</p>	<p>Instructions two weeks T1 to reinforce and apply their word-level skills T8 to apply phonological, graphic knowledge and sight vocabulary to spell works accurately; T13 to read and follow simple instructions T16 to write and draw simple instructions and labels for everyday classroom use</p>	<p>To listen & follow 3 instructions To understand the separate stages and then follow the steps in a process To give instructions orally in the correct sequence To label and draw simple instructions</p>	<p>Instructions based on class routines both spoken and written Instructions from school and home e.g. fire drill rules, recipes, instructions for batteries in toys etc Photographs of labels or instructions</p>	<p>T16 Import photos into 2CAS or 2 publish. Write captions about the process</p>	
	<p>2SIMPLE PLANS</p>	<p>YEAR 1 TERM 1</p>	<p>JULIE STEER</p>		