	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Topic	Where do I live? (Local) (UK and mapping local area)	My family history and the local area.	Town and countryside (National)	Castles What makes an effective castle? Who lives in a castle?	Coastal areas (National) What can I find at the seaside? So I can describe the physical and human features of the coast.	Intrepid Explorers What makes an explorer significant?
Main text	Look Up- Maz Evans LOOK UPI Ny Nother Bryon Reserved to Dope Addeds	Look Up- Maz Evans LOOK UPI vy Nathan Bryan Rasterier by Depp Adeels	The Lion Inside-	The Curious Case of the Missing Mammoth- Ellie Hattie	Toys in Space- Mini Grey Toys Toys Toys Toys Toys Mini GREY	Goldilocks and Just the One Bear- Leigh Hodgkinson
Medium term planning	English Autumn 1 MTP Year 1 .docx	English Autumn 1 MTP Year 1 .docx	English Spring 1 MTP Year 1 .docx	English Spring 2 MTP Year 1 .docx	English Summer 1 MTP Year 1 .docx	English Summer 2 MTP Year 1 .docx
Supporting texts	Refer to Y1 Reading Spine	Refer to Y1 Reading Spine	Refer to Y1 Reading Spine	Refer to Y1 Reading Spine	Refer to Y1 Reading Spine	Refer to Y1 Reading Spine

Written outcomes	Actual Infant Reading Spine 2023-24 Narrative – retell traditional tale	Actual Infant Reading Spine 2023-24 Narrative- retell from a different perspective Non narrative- instruction writing	Actual Infant Reading Spine 2023-24 Narrative- To write a story about a small animal (mouse) who befriends a large animal in the African savannah	Actual Infant Reading Spine 2023-24 Narrative- fantasy setting Non narrative- fact file about life cycles.	Actual Infant Reading Spine 2023-24 Narrative- Real life stories Non narrative-	Actual Infant Reading Spine 2023-24 Narrative- favourite toys Non narrative-Timeline of toys
Reading outcomes	develop pleasure in reading, motivation to read, vocabulary and understanding by:	develop pleasure in reading, motivation to read, vocabulary and understanding by:	develop pleasure in reading, motivation to read, vocabulary and understanding by:	develop pleasure in reading, motivation to read, vocabulary and understanding by:	develop pleasure in reading, motivation to read, vocabulary and understanding by:	develop pleasure in reading, motivation to read, vocabulary and understanding by:
	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	being encouraged to link what they	being encouraged to link what they	being encouraged to link what they	being encouraged to link what they	being encouraged to link what they	being encouraged to link what they

| read or hear to their |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| own experiences |
| | | | | | |
| becoming very |
| familiar with key |
| stories, fairy stories |
| and traditional tales, |
| retelling them and |
| considering their |
particular	particular	particular	particular	particular	particular
characteristics	characteristics	characteristics	characteristics	characteristics	characteristics
recognising and					
joining in with					
predictable phrases					
			·		
learning to					
appreciate rhymes					
and poems, and to					
recite some by heart					
,	,			, ,	
diaguaging	diaquasinaard	diaguagia a warel	diagnasia a ward	diaguagia a wa za	diaguasia a wa zal
discussing word					
meanings, linking					
new meanings to					
those already known					

 1 , 11 .1 .1	1 , 11 ,1 ,1	1 , 11 ,1 ,1	1 , 11 ,1 ,1	1 , 11 ,1 ,1	1 , 11 .1 .1
understand both the					
books they can					
already read					
accurately and					
fluently and those					
they listen to by:					
drawing on what					
they already know					
or on background					
information and					
vocabulary provided					
by the teacher					
checking that the					
text makes sense to					
them as they read,					
and correcting					
inaccurate reading					
· ·	· ·				
discussing the					
significance of the					
title and events					
title alla everits	title and events	title and events	title and events	inie and events	title and events
making inferences					
on the basis of what					

	is being said and	is being said and	is being said and	is being said and	is being said and	is being said and
	done	done	done	done	done	done
	predicting what	predicting what	predicting what	predicting what	predicting what	predicting what
	might happen on	might happen on	might happen on	might happen on	might happen on	might happen on
	the basis of what	the basis of what	the basis of what	the basis of what	the basis of what	the basis of what
	has been read so far	has been read so far	has been read so far	has been read so far	has been read so far	has been read so far
	participate in	participate in	participate in	participate in	participate in	participate in
	discussion about	discussion about	discussion about	discussion about	discussion about	discussion about
	what is read to	what is read to	what is read to	what is read to	what is read to	what is read to
	them, taking turns	them, taking turns	them, taking turns	them, taking turns	them, taking turns	them, taking turns
	and listening to	and listening to	and listening to	and listening to	and listening to	and listening to
	what others say	what others say	what others say	what others say	what others say	what others say
	explain clearly their	explain clearly their	explain clearly their	explain clearly their	explain clearly their	explain clearly their
	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of
	what is read to them	what is read to them	what is read to them	what is read to them	what is read to them	what is read to them
Grammar	Capital letters and finger spaces Verbs Suffixes ending -ing Finger spaces and writing sentences	Personal pronouns noun suffixes -s prefixes -un capital letters and full stops writing sentences	Singular nouns past and present verbs suffixes -ed capital letters for days of the week writing sentences	Plural nouns noun suffixes -es compound words question marks sequencing sentences Plural nouns noun suffixes -es compound words question marks	Punctuating sentences noun suffixes -es exclamation marks capital letters for people's names and places writing question sentences	Joining words and clauses using 'and' suffixes 'er' punctuating sentences writing exclamation sentences

				sequencing sentences		
Spelling	Children will be taught phonics using the SSP Little Wandle					
Resources	Look Up Resources	Look Up Resources	The Lion Inside resources	The Curious Case of the Missing Mammoth resources	<u>Toys in Space</u> <u>resources</u>	Goldilocks and Just the One Bear Resources