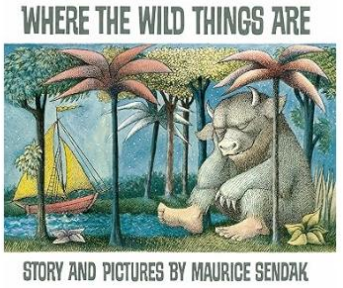
Year 1 Medium Term English Plan

'Train up a child in the way they should go, and when they are old they will not depart from it.'

Autumn Term 2025

Week	Sentence Structure	Skill	Book	Sentences
Phase 1 Start 1	Name is_____ (Emotion)	LO: To use finger spaces 1. To identify orally, words within a sentence 2. To hold and orally recall a sentence before writing making it clear where finger spaces would be		Meg was happy.
2	I am _____ (adj/verb)	LO: To use capital letters 1. Link the lowercase letters to the uppercase letters 2. Start new sentences with a capital letter		I am cooking.
3	Name has _____ (noun)	LO Use full stops 1. Demarcate sentence with a full stop within a line. 2. Place the full stop on the line		Max has a dog.
4	I have (noun phrase)	LO: To hold a pencil correctly 1. To use a tripod grip 2. To ensure the pencil tip is visible		I have sharp teeth.

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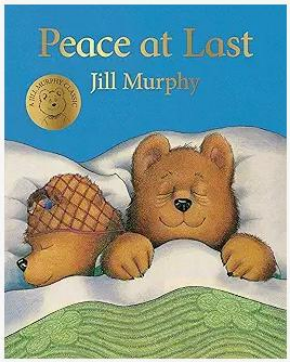
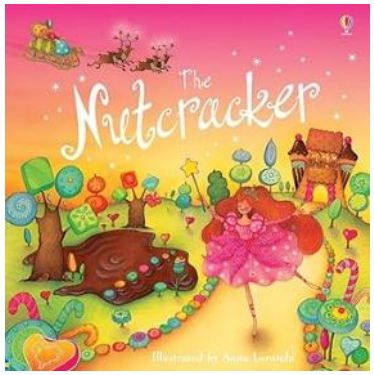
5	The ____ is _____ (adj or verb)	LO: form accurate handwriting 1. All letters touch the bottom line 2. Tall letters touch the top line		The bear is sad/tired.
6	A _____is (verb)	LO: To use finger spaces 1. To consistently leave a finger space between each word 2. To ensure the sizing of the finger spaces is consistent		A bird is chirping. Othe possibilities. A cat is calling. A fridge is buzzing. A clock is ticking
7	The ____ was _____ (verb)_____ (where)	LO: To use capital letters 1. Demarcate sentence with a capital letter within a line. 2. To apply capital letters to people's names within sentences		The nutcracker was hiding behind Clara.
8 Phase 1 ends	The name (plural) were _____	LO: to sit at the table correctly 1. Sit with body lifted and feet flat. 2. Page to be held and paper to be positioned to enable the child to see their writing		The rats were eating the cheese.

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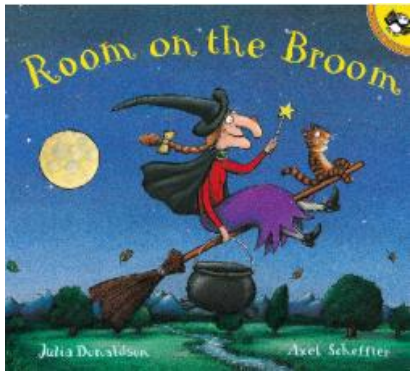
9 Phase 2 starts	The _____. He / She _____	LO: form accurate handwriting 1. Small letters are small 2. Small letters are consistent in size		The witch is sad. She lost her wand.
10	Name _____ . He /she_____ . (subject sustained)	LO: To use full stops 1. Ensure the full stop is visible e.g. purposeful dot 2. Ensure there is a small gap between the last word of the sentence and the full stop		Dragon is mean. He wanted to eat the witch.
11	The _____. It _____.	LO: To use capital letters 1. To apply capital letters to names of places 2. To know the difference between nouns that do and do not need a capital letter		The sneaky swan flew over Windsor Castle. It had lots of windows. The sneaky swan flew next to an aeroplane. It was red.
12	Name _____. It (Object sustained not the subject)	LO: Form accurate handwriting 1. Ensure small letters are small and tall letters are tall 2. Ensure all 'c' family letters are formed in the correctly (anticlockwise)		Elizabeth was in a boat. It flew over the Giants Causeway. Elizabeth was in a parachute. It floated in the sky. Elizabeth saw a swan. It had her handbag.

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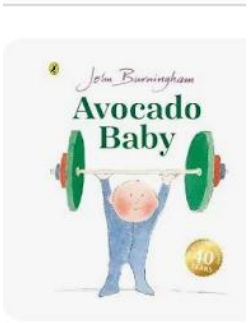
13	Name _____ . His/her	To use capital letters. • To apply capital letters to peoples names within sentences.		Mrs.Hargreaves was happy. Her baby was sleeping.
14	The _____ . Her/His/He/She/It	To form handwriting accurately. • To form I family letters consistently. • To form J and Y accurately and descend below the line.		The baby was strong. He pulled a car.
15	The _____ . It/they/their focus on plural.	Assess for gaps. Teach misconceptions.		Model -The girl drew some shrimps. They came alive. Example - The people in the village heard the news. They came to see the shrimp.
16	The _____ . They/he/she/it.	Assess for gaps. Teach misconceptions.		Model -The Emperor was cross. He wanted to have the magic paintbrush.
17	I like _____ . She/he/they/their/it/his/her (present tense)	Assess for gaps. Teach misconceptions.		I like building snowmen. They are fun to make. I like Winter. It is cold.
18 Phase 2 Ends	I went / saw etc any verb . We/they/she/he/it. (past tense)	Assess for gaps. Teach misconceptions.		I went on a winter walk. It was very cold.

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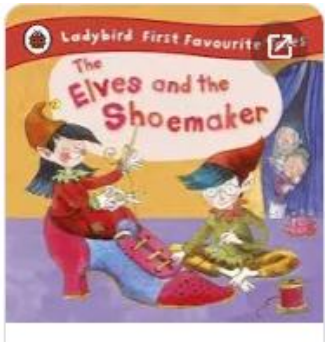
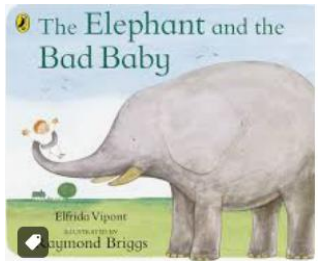
19 Phase 3 starts	and in a list (action)	To use and in a list. • Generate 2 linked objects. • Use and to join words.		The shoemaker cut and sewed leather. He wanted to make shoes. The Shoemaker sold his shoes. He got meat and rice
20	and in a list (verbs/emotions)	To use and in a list. • Generate 2 linked actions/emotions. • Ensure the words are linked.		The elves were tapping and sewing. They made clothes.
21	And in a conjunction	To use and in a conjunction. • To use and to join clauses together. • To ensure both clauses makes sense alone.		The baby was bad. He stole an ice-cream and he ran away.
22	And in a conjunction	To use and in a conjunction. • To ensure both clauses makes sense alone and are cohesive		Bad Baby was hungry. He wanted to eat a pie. Elephant stretched out his trunk and took a pie. They ate it up. It was delicious. Baby wanted a cake……

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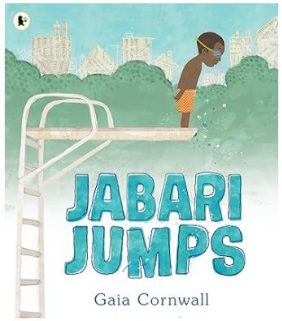
Week	Sentence Structure	Skill	Book	Sentences
23	And in a conjunction	To use and in a conjunction • To combine and sentences and short sentences to form a narrative.		Jabari was happy. He wanted to go swimming. He liked jumping in and making a splash. Jabari saw a diving board. He wanted to jump off it. He climbed up the ladder and got ready to jump.
24	To ask why and what questions.	To ask why and what questions • To ask why questions to seek reasons or feelings. To ask what questions to name objects or name actions.		Why are you scared? The board was very high. It made my knees wobble. I didn't want to jump off. What did your dad do? My dad was happy. He jumped up and down in the pool and gave me a big cuddle. He couldn't believe I jumped off.
25	To ask who and where questions.	To ask who and where questions. • To state a persons name when asked who. • To name a location when asked where.(which could be a proper noun)		Who are you? I am a penguin. I am lost and I can't find my way home. I need help. Where are you from? I am from Antarctica. It is cold and Icey. I want to go home.

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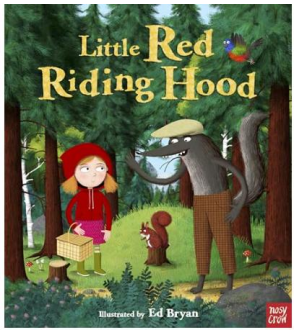
26	To use exclamation marks	To use exclamation marks • To use exclamation marks to express happiness • To use exclamation marks to express sadness.		The penguin was sad. He was lost! He asked a boy for help. He looked very confused. The boy got a boat and packed it with everything they needed. They rowed for many days and nights. The boy told stories. They were fun!
27 Phase 4	Character Description x 3 weeks	Ask questions and use question marks. Use and in a list Use and a s a conjunction.		What does Red Riding Hood look like? Red Riding Hood has long and curly hair. It is messy. She never washes it and never brushes it. Red Riding Hood has long legs. She is good at climbing and jumping over fences in the forest. What does Red Riding Hood wear? Red Riding Hood has a long cloak. It is fluffy and warm. It keeps her cosey in the forest. Red Riding Hood has got boots. They are covered in mud and leaves. She likes jumping in puddles and likes getting wet.
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Week	Sentence Structure	Skill	Book	Sentences
30	Recount x 3 weeks	To use exclamation Marks And as a conjunction Sustain cohesion	Video clips of playing equiptment. Visit the play park in Weldon.	I went on the swings. I went really high. It was really fun. I screamed! I went on the climbing frame…….. I went on the rockers……
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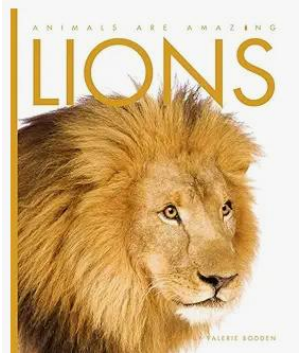
32				
33	Non Chron x 3 weeks Ask questions and use question marks Use and in a list Use and as a conjunction	Ask questions and use question marks • Use and in a list • Use and as a conjunction		What do Lios eat? Lions eat meat. They are carnivores. They like to eat Zebras and Buffalos. Lions catch Zebras. They hide in the long grass and wait for the zebras to walk by. The Lions run and leap. They catch the Zebra and they eat it all up. Where do Lions sleep? Lions sleep under trees. The trees give the Lions shade. It is hot in Africa and the Lions get too hot. They sleep in the hottest part of the day and they hunt at dusk. It is cooler.
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