



ENGLISH – Long Term Plan – Year 1

YEAR 1 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 <i>The Jolly Postman & Funnybones</i> by Janet & Allan Ahlberg	Autumn 2 <i>Out and About: A First Book of Poems</i> by Shirley Hughes	Spring 1 <i>Supertato</i> by Sue Hendra	Spring 2 <i>The Adventures of Egg Box Dragon</i> by Richard Adams	Summer 1 <i>The Emperor's Egg</i> by Martin Jenkins <i>The Snail and the Whale</i> by Julia Donaldson	Summer 2 <i>Man on the Moon (A day in the life of Bob)</i> by Simon Bartram
Literary Form	Picture books with traditional tale opportunities	Poetry collection	Modern fiction	Narrative to make connections with children's own lives. Classic Texts and Modern Classics.	Non-Fiction Contemporary fiction - narrative	High Quality picture book/ character development in a narrative
Shine a Light Person	Allan Ahlberg	King Charles	Vincent Van Gogh		Dame Daphne Sheldrick	Neil Armstrong
Reading: Experience, Knowledge, Skills and Strategies	Voice sounds in play Storytelling language Developing fluency Rhythm, rhyme and body percussion	Poetic language Storytelling language Linking new meanings to known words Reciting poetry by heart Make inferences Ask and answer questions	Alien words Explain understanding of what is being read Discuss the sequence of events Ask and answer questions Predict what might happen next Draw inferences Adjectives Consonant clusters	Alien words Explain understanding of what is being read Discuss the sequence of events Ask and answer questions Predict what might happen next Draw inferences	Alien words Sequence events Become familiar and retell the story Draw inferences Discuss stories and non-fiction Book talk Structure of non-fiction books Discuss significance of the title and events Link to own experiences Reading for stamina and fluency	Alien words Sequence events Become familiar and retell the story Draw inferences Voice sounds in play Storytelling language Book talk Ask and answer questions Predict what might happen next Reading for stamina and fluency
Writing: Transcription/Composition	Poetic language Traditional tale voice Oral storytelling language Dialogue Statement and exclamation sentences Practicing segmenting and investigating spelling patterns Compounding words Book Talk Write in role	Poetic language Draft ideas Write for a range of purposes including poetry Check writing makes sense Read writing aloud with appropriate intonation Use new and familiar punctuation correctly Use sentences in different forms Use the present and past tense correctly	Draft and write by composing sentences orally Sequence sentences Write for different purposes Re-read writing to check it makes sense Read aloud with appropriate intonation Book Talk Verb choices Comparative statements to include conjunctions Writing in role Stamina for writing	Adjectives and adverbial phrases Drawing on reader's experiences Visualisation Formal voice Book Talk Invitations, news reports, writing in role, poetry, non- fiction writing.	Rehearse sentences orally Write down key ideas and words Write for different purposes Evaluate writing Re-read writing to check it makes sense Familiar & new punctuation Expanded noun phrases Re-read to check writing makes sense	Investigating spelling patterns Adjectives Expanded noun phrases Language for effect: humour Investigating spelling patterns Book Talk Instructions Diary entries
Extended Writing Outcome	Alternative narrative	Poetry writing	Retell narrative	Letter writing	Non-chronological report	Postcard (recount)
Vocabulary, Grammar and Punctuation to be taught and continuously revisited throughout the year to ensure thorough understanding						

Make your light shine so others will see the good that you do”



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National Curriculum Vocabulary, Grammar, Punctuation Year 1	<ul style="list-style-type: none">Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.Combining words to make sentences; joining words and joining clauses using ‘and’.Sequencing sentences to form short narratives.Separable words; capital letters, full stops, question marks and demarcating sentences.Capital letters for names and the personal pronoun ‘I’. <p><u>Terminology:</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>		
Spelling (Monster Phonics)	Following the Monster Phonics Progression Map		
National Curriculum Reading Year 1	<ul style="list-style-type: none">read common exception words automatically including words of more than one syllable that contain taught GPCsread words with contractions and understand that the apostrophe represents the omitted letter(s)listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently recognising and joining in with predictable phrasesself-correcting inaccurate reading and ask questions to help make sense of the textretell the stories or recount orally information from texts and begin to make predictions and inferences about stories read to them		Termly Focus Objectives Autumn Spring Summer
National Curriculum Writing Year 1	<ul style="list-style-type: none">Discuss ideas for narratives and select appropriate and interesting words from word banksWrite sentences that resemble orally composed sentences that are sequenced to form short narrativesJoin words and clauses using ‘and’Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at othersUses regular plural noun suffixes mostly correctly e.g. –s or –esSpell many of the Year 1 common exception wordsDemarcate some sentences with capital letters and full stopsMost names, and the personal pronoun I, begin with a capital letterMost letters and digits are correctly formed and orientatedUses spacing between most words		