

YEAR 1 ENGLISH LONG TERM PLAN 2021-22

	AUTUMN 1 Week 1 – 2 days 7 full weeks 3x units plus poetry	AUTUMN 2 Week 1 – 4 days 6 full weeks Week 8 – 3 days 3x units plus Writing Week	SPRING 1 Week 1 – 2 days 5 full weeks 2x units plus poetry	SPRING 2 6 full weeks 3x units	SUMMER 1 Week 1 – 4 days Week 2 – full week Week 3 – 3 days Weeks 4-6 full weeks 3x units	SUMMER 2 6 full weeks Week 7 – 2 days 2x units plus poetry and transition
AUTHOR FOCUS	Janet and Allan Ahlberg		Oliver Jeffers		Julia Donaldson	
TEXT FOCUS	We're Going on a Bear Hunt x 2 wks Meerkat Mail – Emily Gravett x 2 wks Little Red (Bethan Woolvin) – 2wks Poetry x 1 wk	The Gigantic Turnip - Aleksey Nikolayevich Tolstoy x 2 wks Leah' Star – Margaret Bateson Hill x2 The Jolly Christmas Postman – Allan Ahlberg- x 3 wks	Lost and Found – Oliver Jeffers x 2 wks How to catch a star – Oliver Jeffers– 2x wks Poetry – 1 week	The Tiger Who Came To Tea – Judith Kerr x2wks The Lighthouse Keeper's Lunch – Ronda Armitage x 4 wks	The Pirates next door-(Jonny Duddle) 2 xwks Bee and Me – Alison Jay x 4 wks	The snail and the whale (Julia Donaldson) – 2 wks T-Rex – 2 wks Poetry (Julia Donaldson)
PERSUADE (at least one per term)		Christmas Letter (JCP) (To Santa)	Poster (Lost and Found)	Leaflet about tigers (TTWCTT) (Tiger Sanctuary)		Booklet – Dinosaurs (Dinosaur world)
ENTERTAIN	Postcard (Meerkat Mail) Wanted Poster (Little Red)	Story (Gigantic Turnip) retell with a twist Diary – Leah's Star Christmas story		Short narrative (LHKL)	Setting description (Bee & me)	Narrative – Snail and the whale
INFORM/ EXPLAIN (at least one per term)	Lists, captions and labels (WGOABH)			Instructions (LHKL)	Non-chronological report (Bees)	report – Dinosaurs
POETRY (x1 week)	Poetry – List poems (Halloween themed)		Animal/shape poetry.			Colour poetry (emotion themed) PHSE link (question and answers) How do you feel?
PUBLISHED PIECE (x6)	Wanted Poster (the wolf) (Published piece)	(Published piece) Christmas Letter (JCP)Letter to Santa	Setting description How to catch a star (Published piece)	Instructions (Published Piece) (LHKL)	Pirate story Narrative published Piece)	Narrative snail and the whale (published piece)
		Gigantic Turnip narrative (Assessed piece)		Leaflet about tigers (assessed piece)		Booklets – Dinosaurs (Assessed piece)

ASSESSED PIECE (x3)						
RANGE	<ul style="list-style-type: none"> • R1 Listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently • R2 Being encouraged to link what they read or hear to their own experiences • R3 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • R4 Recognising and joining in with predictable phrases • R5 Learning to appreciate rhymes and poems, and to recite some by heart 					
READING COMPREHENSION	<ul style="list-style-type: none"> • RC1 Drawing on what they already know or on background information provided by the teacher • RC2 Checking that the text makes sense to them as they read and correcting inaccurate reading • RC3 Discussing the significance of the title and events • RC4 Making inferences on the basis of what is being said and done • RC5 Predicting what might happen on the basis of what has been read so far • RC6 Participate in discussion about what is read to them, taking turns and listening to what others say • RC7 Explain clearly their understanding of what is read to them <p>KS1 Content Domains</p> <ul style="list-style-type: none"> • 1a Draw on knowledge of vocabulary to understand texts • 1b Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • 1c Identify and explain the sequence of events in texts • 1d Make inferences from the text • 1e Predict what might happen on the basis of what has been read so far 					
PUNCTUATION AND GRAMMAR	<p>Sentence</p> <ul style="list-style-type: none"> • S1 Write a simple sentence using a full stop and a capital letter • S2 Recognise and use questions, statements and exclamations as sentences with different jobs • S3 Join words and sentences with the word 'and' <p>Word</p> <ul style="list-style-type: none"> • W1 Know that a noun is the name for a thing, person, place or animal • W2 Know that a verb is a doing or action word • W3 Know what the terms singular and plural mean and use them orally • W4 Know that plural nouns are formed by adding the suffix –s or –es and use them in writing • W5 Know how adding the prefix –un changes the meaning of verbs (<i>untie</i>) and adjectives (<i>unkind</i>) • W6 Know that different suffixes can be added to verbs and no change is needed to the spelling of the root word (e.g. <i>helping, helped, helper</i>) • W7 Use personal pronouns (<i>I, she, he, it, you, we, they</i>) correctly • W8 Form all letters (upper and lower case) correctly <p>Punctuation</p> <ul style="list-style-type: none"> • P1 Leave spaces between words • P2 Use capitalisation for names, places, days of the week and the person pronoun 'I' • P3 Use question marks correctly • P4 Use exclamation marks correctly <p>Text</p> <ul style="list-style-type: none"> • T1 Sequence sentences to form short narratives • T2 No explicit teaching but expect every child to write in the correct tense 					
WRITING COMPOSITION	<p><u>Write sentences by:</u></p> <ul style="list-style-type: none"> • WC1 Saying out loud what they are going to write about • WC2 Composing a sentence orally before writing it • WC3 Sequencing sentences to form short narratives • WC4 Re-reading what they have written to check that it makes sense • WC5 Discuss what they have written with the teacher or other pupils 					
SPELLING	<ul style="list-style-type: none"> • SP1 Revision of work from Reception • SP2 The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck • SP3 The n sound spelt n before a k • SP4 Division of words into syllables • SP5 -tch 					

	<ul style="list-style-type: none"> • SP6 The v sound at the end of words • SP7 Adding s and es to words (plural of nouns and the third person singular of verbs) • SP8 Adding the endings –ing, -ed and –er to verbs without changing the root word • SP9 Adding –er and –est to adjectives without changing the root word • SP10 Vowel digraphs and trigraphs • SP11 New consonant spellings ph and wh • SP12 Using k for the k sound • SP13 Words ending in -y • SP14 Adding prefix –un • SP15 Compound words • SP16 ai oi • SP17 ay oy • SP18 a-e • SP19 e-e • SP20 i-e • SP21 o-e • SP22 u-e • SP23 ar <p>SP24 ee</p>
HANDWRITING	<ul style="list-style-type: none"> • H1 Sit correctly at a table, holding a pencil comfortably and correctly • H2 Form lower case letters in the correct direction, starting and finishing at the right place • H3 Form capital letters • H4 Form digits 0-9 <p>H5 Understand which letters belong to which handwriting ‘families’ (ie. letters that are formed in similar ways) and practise these</p>
SPOKEN LANGUAGE	<p>SL 1 – INSTRUCTIONS SL2 – DISCUSSION SL3 – EXPLANATION SL4 – REASONING SL5 – NEGOTIATION SL6 - PERSUASION SL7 – NARRATIVE (LINKED TO READING OBJECTIVES BELOW)</p> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> • SL7A Listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently • SL7B Being encouraged to link what they read or hear to their own experiences • SL7C Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • SL7D Recognising and joining in with predictable phrases • SL7E Learning to appreciate rhymes and poems, and to recite some by heart <p>SL7F Read aloud their writing clearly enough to be heard by their peers and the teacher</p>

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Lists/ captions/ labels	List of rules	Interview	Leaflet
		Recipe	Review / sports review	Information (eg history link) +
		Directions / route planner	Recount (report)	Biography
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)	Setting description- how to catch a star (space)
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape Concrete)	Describe characters and setting- LHKL
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)	Setting description- Bee and me
	Stories with familiar settings	Retell event		Setting description- snail and the whale
	postcard	Biography		
		Autobiography		
	Stories from other cultures			
	Adventure			
	Mystery			
	Issue / dilemma			
	<ul style="list-style-type: none"> • Wanted poster • Diary entry of character • Eyewitness account as character 			
	Imaginary world / Sci-fi			
Flashback/ Flashforwards				
Write the poem as a story				
Alternative story ending				