

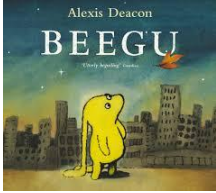
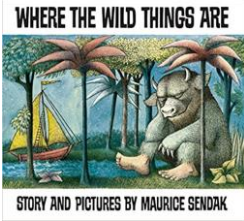
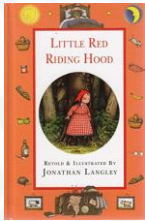
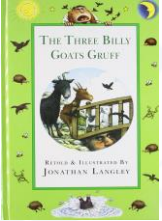



Year 1 English Long Term Plan



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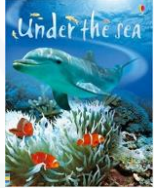
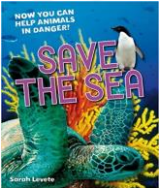


Term	Subject	Overview
Autumn Term	Writing	<p>Fiction - Narrative Writing - Character Thoughts and Speech ('Beegu' By Alexis Deacon)</p> <p>Fiction - Persuasion Text – Letter to Max ('Where the Wild Things Are' By Maurice Sendak)</p> <p>Fiction - Narrative Writing – Simple Adventure Story ('Where the Wild Things Are' By Maurice Sendak)</p> <p>Fiction - Narrative Writing – Character description of a wolf ('Little Red Riding Hood' By Jonathan Langley)</p> <p>Non-Fiction – Instructional Text – writing a recipe ('Little Red Riding Hood' By Jonathan Langley)</p> <p>Non-Fiction – Persuasion Text – should you cross the bridge? ('Three Billy Goats Gruff' By Jonathan Langley)</p>
	Core Text/s	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Transition Text Beegu By Alexis Deacon</p> </div> <div style="text-align: center;">  <p>Where the Wild Things Are By Maurice Sendak</p> </div> <div style="text-align: center;">  <p>Little Red Riding Hood By Jonathan Langley</p> </div> <div style="text-align: center;">  <p>Three Billy Goats Gruff By Jonathan Langley</p> </div> </div>
	Reading	<p>Independent / Group / 1:1 Reading</p> <p>Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Sequence)</p> <p>Daily Reading of phonic words and sentences</p> <p>Story Time (Daily)</p>
	PaG	<p>Say out loud what they are going to write about</p> <p>Write a basic sentence</p> <p>Nouns – begin to understand that some nouns have a capital letter</p> <p>Capital letters, full stops</p> <p>Exclamation marks, question marks</p>
	Phonics	<p>The children follow the Phonics Scheme, 'Song of Sounds'.</p> <p>Recap all 26 initial letter sounds</p> <p>Recap digraphs including: ng, sh, ch, th, ay, ee, ow, ar, or, er</p> <p>Spell CVC, CCVC, CVCC words</p> <div style="text-align: right;">  </div>



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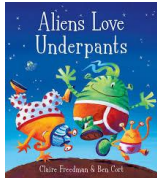
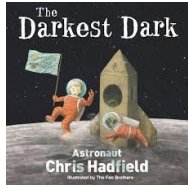

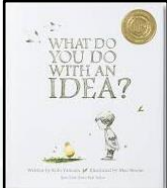


Term	Subject	Overview
<p style="text-align: center; font-size: 2em; font-weight: bold;">Spring Term</p>	<p style="text-align: center; font-weight: bold;">Writing</p>	<p>Fiction - Narrative Writing – Traditional Story (<i>‘Two Stubborn Pirates’</i> By Graham Oakley) Non-Fiction – Non-Chronological Report – Report about a famous pirate (<i>‘Two Stubborn Pirates’</i> By Graham Oakley) Non-Fiction – Recount – Arrival of the Strange Family – (<i>‘The Pirates Next Door’</i> By Jonny Duddle) Non-Fiction – Instructional Text – how to be a pirate (<i>‘The Pirates Next Door’</i> By Jonny Duddle) Non-Fiction – Persuasion Text – leaflet for looking after the sea (<i>‘Under the Sea’</i> By Fiona Patchett) Fiction - Narrative Writing – Adventure Story set in the sea (<i>‘Save the Sea’</i> by Sarah Levete)</p>
	<p style="text-align: center;">Core Text/s</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Two Stubborn Pirates By Graham Oakley</p>  </div> <div style="text-align: center;"> <p>The Pirates Next Door By Jonny Duddle</p>  </div> <div style="text-align: center;"> <p>Under the Sea By Fiona Patchett</p>  </div> <div style="text-align: center;"> <p>Save the Sea By Sarah Levete</p>  </div> </div>
	<p style="text-align: center;">Reading</p>	<p>Independent / Group / 1:1 Reading Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Sequence) Daily Reading of phonic words and sentences Story Time (Daily)</p>
	<p style="text-align: center;">PaG</p>	<p>Say out loud what they are going to write about Write basic sentences using a capital letter and full stop Exclamation marks, question marks Nouns – Proper nouns Turn nouns into their plural form using ‘s’ or ‘es’ Adjectives to describe nouns</p>
	<p style="text-align: center;">Spelling</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>The children follow the Phonics Scheme, ‘Song of Sounds’. Daily recap of prior learning Learn new digraphs and trigraphs including: ay, ai, a-e, ee, ea, e-e, igh, ow, oa, o-e, oy, oi, oo, ew, u-e, or, aw, au</p> </div> <div style="width: 35%;"> <p>Spell CVC, CCVC, CVCC words Spell Tricky words for Year 1 Spell common exception words for Year 1</p> </div> </div>



Year 1 English Long Term Plan



Term	Subject	Overview
<p>Summer Term</p>	<p>Writing</p>	<p>Fiction - Narrative Writing – Traditional Story (<i>‘Aliens Love Underpants’</i> By Claire Freedman) Poetry – Structured poems – about planets (<i>‘Aliens Love Underpants’</i> By Claire Freedman) Non-Fiction – Instructional Text – how to fly a spacecraft (<i>‘Aliens Love Underpants’</i> By Claire Freedman) Fiction - Narrative Writing – Adventure Story (<i>‘The Darkest Dark’</i> By Chris Hadfield) Non-Fiction – Non-chronological Text – fact file about the moon (<i>‘The Darkest Dark’</i> By Chris Hadfield) Poetry – Visual poems – about <i>their</i> most magnificent thing (<i>‘The Most Magnificent Thing’</i> By Ashley Spires) Non-Fiction – Explanation Text (<i>‘What do you do with an idea’</i> By Kobi Yamada)</p>
	<p>Core Text/s</p>	<p>Aliens Love Underpants By Claire Freedman</p>  <p>The Darkest Dark By Chris Hadfield</p>  <p>The Most Magnificent Thing By Ashley Spires</p>  <p>What do you do with an idea By Kobi Yamada</p> 
	<p>Reading</p>	<p>Independent / Group / 1:1 Reading Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Sequence) Daily Reading of phonic words and sentences Reading real and nonsense words in preparation for Phonic Screening Check Story Time (Daily)</p>
	<p>PaG</p>	<p>Say out loud what they are going to write about Write basic sentences using a capital letter and full stop Exclamation marks, question marks Nouns – Proper nouns Turn nouns into their plural form using ‘s’ or ‘es’ Adjectives to describe nouns</p> <p>Adding suffixes to verbs where no change is needed in the spelling of the root word (for example, helping, helped, helper) Verbs Adverbs – to describe the verbs</p>
	<p>Phonics</p>	<p>The children follow the Phonics Scheme, ‘Song of Sounds’. Daily recap of prior learning Learn new digraphs and trigraphs including: er, ur, ir, ou, ow, air, are Letter names Phonic Screening Check in June</p> <p>Spell CVC, CCVC, CVCC words Spell Tricky words for Year 1 Spell common exception words for Year 1 Alphabetical order Upper and lower case letters</p>