

Long-Term Plan - English

Year: 1	Subject: English											
	Autumn Term (13 weeks 2 days)				Spring Term (9 weeks 4 days)				Summer Term (9 weeks 4 days)			
	Autumn 1 (7 weeks 4 days)		Autumn 2 (5 weeks 3 days)		Spring 1 (4 weeks 4 days)		Spring 2 (5 weeks)		Summer 1 (4 weeks 2 days)		Summer 2 (5 weeks 2 days)	
	A	B	A	B	A	B	A	B	A	B	A	B
National Curriculum Subject Content	<p>Reading Word reading Comprehension</p> <p>Writing Transcription and composition including: Spelling Phonics Handwriting Vocabulary, grammar and punctuation</p>											
Students will be taught to: (skills)	<ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding ● understand both the books they can already read accurately and fluently and those they listen to ● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to them. ● spell words containing each of the 40+ phonemes already taught and common exception words ● name the letters of the alphabet ● add prefixes and suffixes ● apply simple spelling rules ● write grammatically correct sentences ● discuss what they have written with the teacher or other pupils ● read aloud their writing clearly enough to be heard by their peers and the teacher ● sit correctly at a table, holding a pencil comfortably and correctly ● begin to form lower case letters in the correct direction, starting and finishing in the correct place ● form digits 0-9 and form capital letters ● learn when to leave spaces between words ● join words and join sentences using 'and' ● begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark 											

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	<ul style="list-style-type: none"> use capital letters appropriately 								
Core Texts through which these skills will be taught:	The Snail and the Whale <i>Julia Donaldson</i>	Dogger <i>Shirley Hughes</i>	Bog Baby <i>Jeanne Willis</i>	<u>Non-Fiction</u> Leaf <i>Sandra Diekkman</i>	The Robot and the Bluebird <i>David Lucas</i>	Film Treasure	The Last Wolf <i>Mini Gray</i>	<u>Poetry</u> If All The World Were <i>Joseph Coehlo</i>	The Magic Finger <i>Roald Dahl</i>
Learning Outcomes associated with Core Texts	<p>-To explore, interpret and respond to a picture book</p> <p>-To explore narrative setting, plot and characters</p> <p>-To broaden understanding and use of appropriate vocabulary</p> <p>-To write short recounts from fictional personal experiences</p> <p>-To sequence events to write a short narrative based on a known model</p>	<p>-To explore, interpret and respond to a picture book</p> <p>- To explore the story through a variety of teaching approaches including artwork, drama and roleplay</p> <p>-To write in role</p>	<p>-To engage children with a story with which they will empathise</p> <p>-To explore, develop and sustain ideas through talk</p> <p>-To explore and interpret stories through creative activity including play, art, drama and drawing</p>	<p>-To engage children with a story with which they will empathise</p> <p>-To explore themes and issues, and develop and sustain ideas through discussion</p> <p>-To develop creative responses to the text through drama, storytelling and artwork</p>	<p>-To engage children with a story with which they will empathise</p> <p>-To talk confidently about a picture book and respond to it in a range of ways</p> <p>-To identify with and develop connections with key characters in order to deepen reader response</p> <p>-To write in role</p> <p>-To write non-</p>	<p>-To write a setting description using precise vocabulary</p> <p>-To write a diary entry</p> <p>-To write a riddle poem</p> <p>-To write a persuasive letter</p>	<p>-To talk confidently about a picture book and respond to it in a range of ways</p> <p>-To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</p> <p>-To explore the story through a variety of teaching approaches including artwork, drama and roleplay</p> <p>-To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection</p>	<p>-To talk confidently about a picture book and respond to it in a range of ways</p> <p>-To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</p> <p>-To identify with and develop connections with key characters in order to deepen reader response</p> <p>-To write in role in order to explore and develop empathy for characters</p> <p>-To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection</p>	<p>-To explore, interpret and respond to a short chapter book</p> <p>-To explore characters and draw inferences to aid our understanding of them</p> <p>-To broaden understanding and use of appropriate vocabulary</p> <p>-To write for a range of purposes in response to fictional personal experiences, including poetry and non-fiction</p> <p>-To sequence events to write a short narrative based on a known model</p>

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			<p>-To write for meaning and purpose in a variety of narrative and non-narrative forms.</p> <p>-To write in role in order to explore and develop empathy for characters</p> <p>-To write with confidence for real purposes and audiences</p>	<p>chronological reports</p>			
<p>Guided Reading Texts through which these skills will be taught:</p>	<p>Ruby's Worry <i>Tom Percival</i></p>	<p><u>Non-Fiction</u> Winter Sleep - A Hibernation Story <i>Sean Taylor and Alex Morss</i></p>	<p>On Sudden Hill <i>Linda Sarah</i></p>	<p>Eric <i>Shaun Tan</i></p>	<p>Ivy and the Lonely Raincloud <i>Katie Harnett</i></p>	<p><u>Non-Fiction</u> Tad <i>Benji Davies</i></p> <p>Tadpole's Promise <i>Jeanne Willis</i></p>	
<p>Learning Outcomes associated with Guided Reading texts</p>	<p>-To think and talk confidently about responses to a book, using prediction, asking questions, making connections with their own experience</p> <p>-To think about the story meanings conveyed in the illustrations</p> <p>-To deepen understanding of the</p>	<p>-To know where information can be found in non-fiction texts</p> <p>-To know that information can be retrieved from a variety of sources</p> <p>-To use vocabulary influenced by books</p> <p>-To enjoy an increasing range of books</p>	<p>-To read and understand simple sentences</p> <p>-To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>-To read some common irregular words;</p> <p>-To demonstrate understanding when talking with others about what they have read</p>	<p>-To think and talk confidently about responses to a book, using prediction, asking questions, making connections with their own experience</p> <p>-To think about the story meanings conveyed in the illustrations</p>	<p>-To use their inference skills to describe Ivy's and the raincloud's feelings throughout the story.</p> <p>-To explore the front cover, blurb and the beginning of the book.</p> <p>-To discuss key vocabulary and themes and make links to their own experiences</p>	<p>-To explore the front cover, title and blurb to make predictions</p> <p>-To read the story and use pictures, words, phrases and sentences to retell the main events from the story</p> <p>-To generate questions about a text</p>	

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	<p>world through a fictional text</p> <p>-To explore the story through collaborative play, critical thinking, role-play and storytelling</p>	<p>-To identify some of the features of non-fiction texts</p> <p>-To sustain relevant listening, responding to what they have heard with relevant comments and questions</p>			<p>-To read the rest of the story and retell the main events.</p>	<p>-To explore time conjunctions</p> <p>-To discuss vocabulary</p> <p>-To compare stories and express reasons</p>
Phonics	<p><u>Phase 2: initial sounds</u></p> <p>/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/ /h/ /b/ /f/ /l/</p> <p><u>Phase 3: Consonant Digraphs.</u></p> <p>/j/ /w/ /x/ /y/ /z/ /zz/ /qu/ /ck/ /ff/ /ll/ /ss/ /ch/ /sh/ /th/ /ng/ /nk/ /qu/</p> <p><u>Phase 3: Vowel digraphs.</u></p> <p>/ay/ /ee/ /igh/ /ow/ /oo/ /ar/ /or/ /air/ /ir/ /ou/ /oy/ /ire/ /ear/ /ure/</p> <p><u>Phase 3 revision and Phase 4: CVCC, CCVC, CCVCC and polysyllabic words</u></p> <p><u>Phase 4: CVCC, CCVC, CCVCC and polysyllabic words</u></p> <p><u>Introduce 2nd spellings for long vowels</u></p> <p>/a_e/ /ea/ /i_e/ /o_e/ /u_e/ /aw/ /are/ /ir/ /ow/ /oi/ /er/</p> <p><u>Introduce 3rd spellings for Long Vowels</u></p> <p>/ai/ /e_e/ /oa/ /ew/ /er/ /ear/ /ie/ /ore/</p> <p><u>Introduce 2nd spellings for Consonant Sounds</u></p>					
Class Book Read Alouds (these books are accessible in class book)	<p>Hair Love <i>Matthew Cherry</i></p> <p>The Year I learned to Fly <i>Jacqueline Woodson</i></p>	<p>All Are Welcome <i>Alexander Penfold</i></p>	<p>Anita and the Dragons <i>Hannah Carmona</i></p> <p>The Hat Full of Secrets <i>Karl Newson</i></p>	<p>I Am Enough <i>Grace Byers</i></p>	<p>Don't Hug Dug <i>Carrie Finison</i></p> <p>Don't Touch my Hair <i>Sharee Miller</i></p>	<p>The Proudest Blue <i>Ibtihaj Muhammad</i></p>

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corners, but may also be read at story times during these half terms)						
Additional texts linked to other learning and celebrations	Mae among the stars <i>Roda Ahmed</i> <u>Black History Month</u> (October)	Leave me alone <i>Kes Gray</i> <u>Anti-Bullying Week</u> (November 15-19) Avocado Baby <i>John Burningham</i> <u>Anti-Bullying Week</u> (November 15-19) <u>Armistice/ Remembrance Day</u> (November 11) <u>Christmas Day</u> (December 25) <u>World Kindness Day</u> (November 13)	<u>Road Safety Week</u> (January 11-17)	<u>Shakespeare Week</u> (March 21-27) <u>Poetry Day</u> (March 21) <u>Science Week</u> (March 11-20) <u>World Book Day</u> (March 9) <u>Women's History Month</u> (March)	TBD	TBD
Enrichment	TBD	TBD	TBD	TBD	TBD	TBD