

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 2Spring 1weeks 3 days)(4 weeks 4 days)			Spring 2 (5 weeks)		Summer 1 (4 weeks 2 days)		Summer 2 (5 weeks 2 days)	
	Α	В	Α	В	Α	В	A	В	A	В	Α	В
National Curriculum Subject Content	Reading Word reading Comprehension Writing Transcription and composition including: Spelling Phonics Handwriting Vocabulary, grammar and punctuation											
Students will be taught to: (skills)	 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 from lower case letters n 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 'acapital letter and full stop, guestion mark or exclamation mark 											



use capital letters appropriately • Core Texts The Snail Dogger Bog Baby The Robot Film The Last Wolf The Magic Finger Non-Poetrv Fiction Treasure If All The World Were through which and the Shirley Jeanne and the Mini Grav Roald Dahl these skills Whale Leaf Bluebird Hughes WIIIis Joseph Coehlo David Lucas will be taught: Julia Sandra Donaldson Diekkman -To explore. -To -To -To -To engage -To write a -To talk confidently -To talk confidently -To explore, interpret Learning engage Outcomes interpret and explore, engage children with setting about a picture book about a picture book and respond to a short associated respond to a children children description and respond to it in and respond to it in a chapter book interpret a story with with Core picture book and with a with a which they usina a range of ways range of ways Texts story with story with precise -To explore characters respond will which which they -To consider the and draw inferences to -To explore to a empathise vocabularv -To consider the ways narrative picture they will will ways in which in which illustrations aid our understanding setting, plot book empathise empathise -To write a illustrations can can deepen and of them -To talk diary entry deepen and enrich enrich the meaning of and - To -To confidently the meaning of a a text and enhance characters -To -To broaden explore explore. explore about a -To write a text and enhance the reader experience understanding and -To broaden the story develop themes picture book riddle poem the reader use of appropriate -To identify with and vocabulary understandin through a and and and respond experience g and use of to it in a -To write a develop connections variety of sustain issues. appropriate teaching ideas and range of persuasive -To explore the story with key characters in -To write for a range of vocabulary through a variety of order to deepen purposes in response approach through develop ways letter es talk and teaching approaches reader response to fictional personal -To write including artwork, including sustain -To identify experiences, including short artwork. -To ideas with and drama and roleplay -To write in role in poetry and non-fiction develop order to explore and recounts drama explore through from fictional and and discussion connections -To develop reader develop empathy for -To sequence events personal interpret with kev response by characters to write a short roleplay -To experiences stories characters in exploring narrative based on a develop interpretations of -To develop reader To write through order to known model -To in role creative creative deepen themes, plots and response by exploring characters' actions interpretations of sequence activity responses reader events to including to the text response and motivations themes, plots and characters' actions write a short through through discussion play, art, -To write in narrative drama drama. and reflection and motivations based on a role through discussion and storvtelling and reflection known drawing and model artwork -To write non-



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

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

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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 Kes Gray Anti-Bullying Week (November 15-19) Avocado Baby John Burnigham Anti-Bullying Week (November 15-19) <u>Armistice/</u> <u>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)	Shakespeare Week (March 21-27) Poetry Day (March 21) Science Week (March 11-20) World Book Day (March 9) Women's History Month (March)	TBD	TBD
Enrichment	TBD	TBD	TBD	TBD	TBD	TBD