



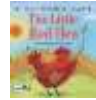
Our Long term plan in English is linked to our topic where relevant. Each half term is based on a key text with a genre outcome.

Spring

Year 1

Fiction - *Traditional tales from our culture*

Key Text: The Little Red Hen



Focus: conjunction 'and', use full stops and capital letters and story maps

Outcome: A riddle – (a character from the Little Red Hen)

Outcome: A simple narrative

Key Skills: Punctuated sentences and sequencing.

Oracy skills: verbal recall, key vocabulary and talk for writing

Non-fiction- Information text

Key Text: Castles



What were Castles for?

Focus: Punctuated sentences, question sentences using the conjunction 'and' past tense

Outcome: A response to a question.

Outcome: Simple information text (history link – castles)

Key Skills: Punctuated sentences and question marks.

Oracy skills: verbal recall of key facts, key vocabulary

Transcription

Pupils should be taught to:

Spell:

- **Words containing phase 2/3 and 5 already taught.**
- Common exception words for level 5 (see phonics overview)
- Following the Twinkl phonics programme - make phonetically plausible attempts for level 5 spellings of:

Wk 12 - 'ue' saying /yoo/ and /oo/

Wk 13 - 'ew' saying /yoo/ and /oo/

Wk 14 - 'y' saying /ee/

Wk 15 - 'aw' and 'au' saying /or/

Wk 16 - 'ow' and 'oe' saying /oa/

Write simple sentences dictated by the teacher including the GPC and some common exception words taught so far.

Pupils should be taught to:

Spell:

- Words containing phase 2/ 3 and 5 phonemes already taught.
- Common exception words for level 5 (see phonics overview)
- Following the Twinkl phonics programme - make phonetically plausible attempts for level 5 spellings of:

Wk 17 - 'wh' saying /w/

Wk 18 - 'g' saying /j/, 'c' saying /s/

Wk 19 - 'ph' saying /f/

Wk 20 - 'ea' saying /e/

Wk 21 - 'ie' saying /e/

Wk 22 - Add a suffix 'ed' to a verb where there is no change to the base word.

- Write a phrase in the correct tense.

Write simple sentences dictated by the teacher that include the GPC and some common exception words taught so far.

	Composition	<p>Compose a sentence orally before writing. Through planning activities: Say out loud what they want to write.</p> <ul style="list-style-type: none"> • Draft simple sentences to form a riddle. • Draft sentences retell a simple narrative with repetitive text. <p>Re-read what they have written to check it makes sense. <i>Through performing and presenting the texts they write:</i> Read aloud their writing clearly to be heard by others and teacher.</p>	<p>Compose a sentence orally before writing. <i>Through planning activities:</i> Say out loud what they want to write.</p> <ul style="list-style-type: none"> • Draft sentences to write a response to a question. • Draft sentences to write an information text. <p>Re-read what they have written to check it makes sense. <i>Through performing and presenting the texts they write:</i> Read aloud their writing clearly to be heard by others and teacher.</p>
	Vocabulary, Grammar and Punctuation	<p>Pupils should be taught to: : Punctuate simple sentences using:</p> <ul style="list-style-type: none"> • capital letter • full stop <p>Joining words and joining clauses using the conjunction and Using capital letters for:</p> <ul style="list-style-type: none"> • names of people • personal pronoun I • Days of the week <p>Leave spaces between words Combine words to make sentences</p>	<p>Pupils should be taught to: Punctuate simple sentences using:</p> <ul style="list-style-type: none"> • capital letter • full stop <p>Begin to use:</p> <ul style="list-style-type: none"> • question mark <p>Joining words and joining clauses using the conjunction and Using capital letters for:</p> <ul style="list-style-type: none"> • names of people • personal pronoun I • Days of the week • Places
	Handwriting	<ul style="list-style-type: none"> • Form capital letters alongside the letters taught within the handwriting families. • Form the lower case letters correctly for the one armed robot family (k/ b/ p/ r) • Position the letters correctly for the ladder family. • Form and position capitals correctly K/ B/ P/ R • Assess and review 	<ul style="list-style-type: none"> • Form the lower case letters correctly for the curly caterpillar family (c/ a/ d/ e/ s and g) • Position the letters correctly for the curly caterpillar family. • Form and position capitals correctly C/ A/ D/ E/ S and G <p>Assess and review</p>
	Reading	<p>Reading Focus: Word</p> <ul style="list-style-type: none"> • To re-read sentences to build up their fluency. • To read aloud accurately books that are consistent with their developing phonic knowledge (as above) <p>Connecting with texts</p> <ul style="list-style-type: none"> • Retell a familiar story, fairy story or traditional tales using story maps or images to support retelling. • Recognise a repeating or predictable phrase and will join in. 	<p>Reading Focus: Word</p> <ul style="list-style-type: none"> • To read a few two syllable words that contain taught GPCs. • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far <p>Understanding</p> <ul style="list-style-type: none"> • Pause at regular intervals to support understanding and begin to correct inaccurate reading. <p>Inference and prediction</p>

		<p>Understanding</p> <ul style="list-style-type: none"> • Understand what they have read by using what they already know and discussed with the teacher. <p>Inference and prediction</p> <ul style="list-style-type: none"> • Discuss how a character may feel and from the way or how he/ she speaks from book that is shared. • Use the Title and pictures to make a simple prediction with some independence. 	<ul style="list-style-type: none"> • Find specific information in simple texts they've read or that has been read to them. • Find information in a text about an event, character or topic.
	Poetry	<ul style="list-style-type: none"> • Writes poems in the style of a riddle. • Listens to, learn and recites simple poems and rhymes with actions and can join in when reading them from a text. <p>Poetry: If I were King A.A.Milne Knights and Ladies A.A.Milne Daffodowndilly A.A.Milne</p>	