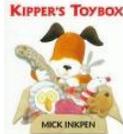




Our Long term plan in English is linked to our topic where relevant. Each half term is based on a key text with a genre outcome.

### Autumn Year 1

		Autumn 1	Autumn 2
Autumn Term		<p>Fiction - <i>stories with a familiar setting</i>  <b>Key Text:</b> Peace at Last</p>  <p><b>Focus:</b> Recap phase 3/4 phonics, CEW words (phase 2) and finger spaces</p> <p><b>Outcome:</b> <b>Baseline writing</b> (Sept – induction – all about me)  <b>Outcome:</b> Draft sentences to form captions.</p> <p><b>Key Skills:</b> Writing captions and punctuated sentences.</p> <p><b>Oracy skills:</b> oral rehearsal of a sentence, key vocabulary.</p>	<p>Fiction – narrative      Non-fiction – <i>instructions</i>  <b>Key Text:</b> Kippers Toybox</p>  <p><b>Focus:</b> Phase 5 phonics, CEW words (phase 3/4) and punctuated sentences.</p> <p><b>Outcome:</b> Draft simple sentence to images to retell a simple story.  <b>Outcome:</b> Draft sentences to write simple instructions. (<b>linked to D&amp;T – A finger puppet</b>)</p> <p><b>Key Skills:</b> Apply phase 3/4 phonics, CEW words, building sentences, punctuated sentences.  <b>Oracy skills:</b> oral rehearsal of a sentence, key vocabulary,  <b>Poetry:</b> Listens to a variety of simple poems and rhymes with actions (see poetry spine)</p>
	<p>There's No Place Like Home</p> <p>School Days</p>	<p><b>Transcription</b></p> <p><b>Pupils should be taught to:</b>  <b>Spell:</b></p> <ul style="list-style-type: none"> <li>• Use words containing phase 2/3 and 5 (week 1 – 5).</li> <li>• Common exception words for level 5 (week 1 - 5)</li> <li>• Following the Twinkl phonics programme - make phonetically plausible attempts for level 5 spellings of:</li> </ul> <p><b>Wk 1</b> 'ay' saying /ai/  <b>Wk 2</b> 'oy' saying /oi/  <b>Wk 3</b> 'ie' saying /igh/  <b>Wk 4</b> 'ea' saying /ee/  <b>Wk 5</b> 'a_e' saying /ai/</p> <p>Write simple sentences dictated by the teacher including the GPC and <b>some</b> common exception words taught so far.</p> <p>Name letters of the alphabet in order.</p> <p>Write simple sentences dictated by the teacher.</p>	<p><b>Pupils should be taught to:</b>  <b>Spell:</b></p> <ul style="list-style-type: none"> <li>• Use words containing phase 2/3 and 5 already taught.</li> <li>• Common exception words for level 5 (weeks 6 - 11)</li> <li>• Following the Twinkl phonics programme - make phonetically plausible attempts for level 5 spellings of:</li> </ul> <p><b>Wk 6</b> 'i_e' saying /igh/, 'o_e' saying /oa/  <b>Wk 7</b> 'u_e' saying /yoo/, 'e_e' saying /ee/  <b>Wk 8</b> 'ou' saying /ow/  <b>Wk 9</b> long vowel sounds - new pronunciation of 'a', 'e', 'i', 'o' and 'u'.  <b>Wk 10</b> 'ch' saying /c/, 'ch' saying /sh/  <b>Wk 11</b> 'ir' saying /er/</p> <p>Write simple sentences dictated by the teacher that include the GPC taught so far and <b>some</b> common exception words.</p>

	Composition	<p>Compose a sentence orally before writing.  <b>Through planning activities:</b>          Say out loud what they want to write.</p> <ul style="list-style-type: none"> <li>• Draft simple sentences in the first person.</li> <li>• Draft simple sentences to form a caption.</li> </ul> <p>Re-read what they have written to check it makes sense.</p>	<p>Compose a sentence orally before writing.  <b>Through planning activities:</b>          Say out loud what they want to write.</p> <ul style="list-style-type: none"> <li>• Draft simple sentences to form a caption.</li> <li>• Draft sentences to write simple instructions.</li> </ul> <p>Re-read what they have written to check it makes sense.</p>
	Vocabulary, Grammar and Punctuation	<p><b>Pupils should be taught to:</b>          Punctuate simple sentences using:</p> <ul style="list-style-type: none"> <li>• capital letter</li> <li>• full stop</li> </ul> <p>Using capital letters for:</p> <ul style="list-style-type: none"> <li>• personal pronoun <b>I</b></li> </ul> <p>Leave spaces between words</p> <p>Combine words to make sentences</p>	<p><b>Pupils should be taught to:</b>          Consolidate punctuating sentences using:</p> <ul style="list-style-type: none"> <li>• capital letter</li> <li>• full stop</li> </ul> <p>Joining words and joining clauses using the conjunction <b>and</b></p> <p>Using capital letters for:</p> <ul style="list-style-type: none"> <li>• names of people</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>• Form <b>capital letters</b> alongside the letters taught within the <b>handwriting families</b>.</li> <li>• Form the lower case letters correctly for the <b>ladder family</b> (l/ i/ u/ t)</li> <li>• Position the letters correctly for the ladder family.</li> <li>• Form and position capitals correctly <b>L, I U, T</b></li> <li>• Assess and review</li> </ul>	<ul style="list-style-type: none"> <li>• Form the lower case letters correctly for the <b>ladder family</b> (y/ j)</li> <li>• Position the letters correctly for the ladder family.</li> <li>• Form the letters correctly for the one armed robot family (n/ m/ h)</li> <li>• Position the letters correctly for the <b>one armed robot</b> family.</li> <li>• Form and position capitals correctly <b>Y J, N, M, H</b></li> </ul> <p>Assess and review</p>
	Reading	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far</li> <li>• Read CEW taught so far.</li> <li>• Join in discussions about events or topics from a text and makes links to own experiences.</li> <li>• Listen to, joins in with familiar stories and uses some phrases and features of story language.</li> </ul>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far</li> <li>• Read CEW taught so far.</li> <li>• To <b>re-read</b> words and sentences to build up their fluency.</li> <li>• Recognise and ask questions about an unfamiliar word to gain understanding.</li> <li>• Join in discussions about a book to show a basic understanding of what they have heard.</li> <li>• Join in discussions and suggest what might happen using the Title and pictures to make a simple prediction.</li> <li>• Join in discussion to make simple guesses about a character from what they say and do with support.</li> </ul>
	Poetry	<ul style="list-style-type: none"> <li>• Listens to a variety of simple poems and rhymes with actions. (see poetry spine)</li> <li>• Learn and recites simple poems and rhymes.</li> </ul> <p><b>Key Poem:</b>          Acorn Bill – By Ruth Ainsworth ‘The Puffin Book of Fantastic First Poems’          Hey, Diddle, Diddle – Traditional adapted by Micheal Rosen -‘The Puffin Book of Fantastic First Poems’</p>	

