

English Long Term Plan - Y1

Week	Book Title	Genre	Writing to?	Grammar & Punctuation Objectives	Composition Objectives	Specific Vocabulary	Outcome	Assessed Piece?	Text Type Features/Success Criteria	
1	The Lonely Beast	Stories with Predicatable and Patterned Language	Entertain	Leaving spaces between words, Introduction of capital letters to demarcate sentences High Five Sentences' Capital letter Full stops Finger Spaces Cursive script Read back for sense 3rd Person/1st person Past Tense 'ed' endings (suffix)	Identify the beginning, middle and end in stories The 'voice' telling the story is called the narrator Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Letter, capital letter, word, sentence, punctuation, full stop, character, narrator, setting, description, beginning, middle, end, events. 3rd person, 1st person suffix, past tense, noun, adjective, conjunction	Writing Narratives	X	Beginning, middle, end with the beginning and end of the narrative signalled e.g. One day Ideas grouped for similarity Attempts at third person writing Simple conjunctions High five sentences 'ed' endings for past tense.	
2								X		
3								X		
4								Y		
5	Where The Wild Things Are	Stories with a Fantasy Setting	Entertain	Introduction of full stops to demarcate sentences; Punctuating sentences with capital letters High Five Sentences' Capital letter Full stops Exclamamtion Marks Finger Spaces Cursive script Read back for sense 3rd Person/1st person Past Tense 'ed' endings (suffix) Adding 'est' to verbs	Identify the beginning, middle and end in stories The 'voice' telling the story is called the narrator Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, where there is a problem and a resolution and decide where it is set and use ideas from reading for some incidents and events.	All above vocabulary Size adjectives; Colour adjectives; Emotion words e.g. angry, cross, sad; Prepositions - up, in, onto; Time connectives - first then next, Once upon a time; Happily ever after	Describing setting	X	High five sentences, exclamation marks, -est suffix; beginning, middle, end with the beginning and end of the narrative signalled e.g. One day Ideas grouped for similarity Attempts at third person writing Simple conjunctions High five sentences 'ed' endings for past tense	
6								X		
7								Y		
8	The Emperors Egg	Information Texts	Inform	Naming letters of the alphabet; Formation of lower case letters High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense 3rd Person Plural endings Time connectives	Pose questions before reading non-fiction to find answers Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.	Fact, opinion, capital letters, pronoun, letter, capital letter, word, sentence, punctuation, full stop, question mark, 3rd person, singular, plural, noun, proper noun, conjunction, time connectives, diagram	Animal Factfiles	X	Heading, sub heading, high five sentences, present tense, caption. Picture, plural endings, time connectives, 3rd person	
9								X		
10	One Day on Our Blue Planet	Information Texts	Inform	How words combine to make sentences High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense 2nd person Plural endings Time connectives	Pose questions before reading non-fiction to find answers Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.	Fact, opinion, capital letters, pronoun, punctuation, full stop, question mark, 3rd person, singular, plural, noun, proper noun, conjunction, time connectives, diagram, information	Animal Factfiles	X	Heading, sub heading, high five sentences, present tense, caption. Picture, plural endings, time connectives, 3rd person	
11								Y		
12	Animal Poems	Poetry	Entertain	Capital letters for pronouns (people, places, days of the week) and personal pronoun 'I' High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for senseH 1st person Question words	Start with the answer to the riddle, brainstorm ideas, come up with clues to help the person solve the problem You can use sentences such as: I look like... I sound like... You find me... I have... I am... I feel...	Rhyme, simile, alliteration, sound, onomatopoeia, shape, acrostic, rhythm, line break, singular, plural, noun, proper noun, conjunction, tesne, present tense, question, answer	Animal Riddles	X	High five sentences, 1st person, question words, question marks, using a basic thesaurus (as a whole class) to brainstorm synonyms, figurative language	
13								Y		
14	Christmas Stories									
15	Halibut Jackson	Stories with Familiar Settings	Entertain	Handwriting - Formation of digits 0-9; Revision of capital letters for names and the personal pronoun 'I' High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense 3rd Person/1st person Past Tense 'ed' endings (suffix) Prefix (un)	Identify the beginning, middle and end in stories The 'voice' telling the story is called the narrator Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, where there is a problem and a resolution and decide where it is set and use ideas from reading for some incidents and events.	Character, narrator, setting, description, beginning, middle, end, problem, resolution events. 3rd person, 1st person prefix, suffix, past tense, noun, adjective, conjunction	Describing a setting	X	Beginning, middle, end with the beginning and end of the narrative signalled e.g. One day Ideas grouped for similarity Attempts at third person writing Simple conjunctions High five sentences Prefix un-	
16								X		
17								Y		
18	The Bog Baby	Stories with Familiar Settings	Entertain	Joining words and joining clauses using the coordinating conjunction 'and' High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense3rd Person/1st person Past Tense 'ed' endings (suffix) Prefix (un)	Identify the beginning, middle and end in stories The 'voice' telling the story is called the narrator Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, where there is a problem and a resolution and decide where it is set and use ideas from reading for some incidents and events.	Letter, capital letter, word, sentence, punctuation, full stop, character, narrator, setting, description, beginning, middle, end, problem, resolution, events. 3rd person, 1st person prefix, suffix, past tense, noun, adjective, conjunction	Describing a character and writing a short narrative	X	High five, first/third person, past tense 'ed' endings, prefix un, beginning middle end, problem, resolution.	
19								X		
20								Y		
21	on texts	Non-		How words combine to make sentences; 'Exclamation marks - identification Capital letters, full stops, question marks,	Title, introduction, sections of information about a similar theme, subheadings, factual information, response to avoid repeating the same of the class	Grouped, third person, conjunction, plural, singular, past, present, future, '..... Are'	Non-chronological	X	Ideas grouped together for similarity Attempts at third prson writing	

22	Informatic	chronological report	Inform	exclamation marks, cursive script, finger spaces between words, capital letters for the start of a sentence and for proper nouns, conjunctions	pronouns to avoid repeating the name of the plant too often, questions used as subheadings to answer questions that a reader may have about the plant	' Is' 'They are...' 'The different...' 'This is a ...' 'These can be grouped...'	report / poster linked to plants	Y	Written mainly in an appropriate tense Simple connectives to construct simple sentences
23	Invitations examples	Information Texts Invitations	Inform	Exclamation marks - identification and beginning to use them to punctuate sentences appropriately High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense Present tense	Begin to locate parts of text that give particular information, Who, What, Where When, Why. Convey information and ideas in simple non-narrative forms such as labels and captions.	Recipient, receive, letter, capital letter, word, sentence, punctuation, full stop, question mark, question words, present tense	Invitations	Y	High five sentences, heading, sub-heading, caption, pictures, facts, present tense
24	Instructions - non-fiction	Instructions	Inform	Joining words and joining clauses using the coordinating conjunction 'and'; How words combine to make sentences High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense 2nd person Imperative verbs Time Connectives	Listen to and follow a single more detailed instruction and a longer series of instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write consecutive instructions independently	Letter, capital letter, word, sentence, punctuation, full stop, , 2nd person prefix, suffix, past tense, noun, conjunction, imperative, verb, adverbs chronological order, time connectives, bullet points, diagrams	Writing a Recipe	X	High five sentences, 2nd person, imperative verbs, time connectives, diagram, bullet points.
25								X	
26								Y	
27	George's Marvellous Medicine	Alternative ending to a narrative	Entertain	Introduction to question marks to demarcate sentences Using spaces to separate words Using full stops mainly consistently Beginning to use exclamation marks where appropriate Capital letters for the start of sentences, names, personal pronouns Words with contractions	Identify the beginning, middle and end in stories The 'voice' telling the story is called the narrator Respond by making links with own experience and identify 'story language' used to describe imaginary settings. use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Letter, capital letter, word, sentence, punctuation, full stop, character, narrator, setting, description, beginning, middle, end, events. 3rd person, 1st person suffix, past tense, noun, adjective, conjunction	I can write a short, alternative ending to a well-known narrative	X	Beginning, middle, end with the beginning and end of the narrative signalled e.g. One day Ideas grouped for similarity Attempts at third person writing Simple conjunctions High five sentences 'ed' endings for past tense.
28								Y	
29								Letter	
30	Y								
31	Factual Recounts	Instructions and recipes	Inform	Singular and plural - Regular plural noun suffixes e.g. dog, dogs / wish, wishes High Five Sentences' Capital letter Full stops Exclamation marks Finger Spaces Cursive script Read back for sense 2nd person Imperative verbs Time connectives	Listen to and follow a single more detailed instruction and a longer series of instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write consecutive instructions independently	Singular, plural, letter, capital letter,, word, sentence, punctuation, full stop, 2nd person prefix, suffix, past tense, noun, conjunction, imperative, verb, adverbs chronological order, time connectives, bullet points, diagrams	Recipes	X	High five sentences, 2nd person, imperative verbs, time connectives, diagram, bullet points.
32								Y	
33	Factual Recounts	Recounts	Inform	Prefixes: How the prefix un- changes the meaning of verbs and adjectives High Five Sentences' Capital letter Full stops Exclamation Marks Question Marks Finger Spaces Cursive script Read back for sense 1st/3rd person Past Tense 'ed' endings (suffix) Time Connectives	Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person	Prefix, -un e.g. unkind, untie, letter, capital letter, word, sentence, punctuation, full stop, 1st/3rd person, prefix, suffix, past tense, noun, conjunction, verb, chronological order, time connectives,	Writing Recounts	X	High five, past tense, time connectives, 1st/3rd person. Ideas grouped together in time sequence, focussed on individual or group participants e.g. I, we, Simple conjunctions are used to construct simple sentences - and, but, then, so
34								X	
35								Y	
36	If I Had Wings - Pie Corbett	Poetry	Entertain	Suffixes that can be added to verbs where no change is needed in the spelling e.g. helping, helped, helper 'High Five Sentences' Capital letter Full stops Exclamation Marks Question Marks Finger Spaces Cursive script Read back for sense Metaphors, similes, and alliteration	Listen to poems with sustained concentration, read and talk about likes and dislikes - including the words used. Perform in unison, following the rhythm and keeping time, imitate and invent actions Enjoy making up funny sentences and playing with words. Look carefully at experiences and choose words to describe	Suffix, letter, capital letter, question mark, exclamation mark, word, sentence, punctuation, full stop, adjectives, nouns, conjunction, metaphor, simile, alliteration, , acrostic, shaped poem, theme, perform	Writing Poetry	X	Rhythm, creation of fun and play on words with the effect being to convey an emotion in the reader, imagery to help the reader create a picture in their mind, alliteration, repetition, line breaks where poetry is broken into sections if appropriate
37								X	
38								Y	
39	Transition Week								

