

Y1 English Long Term Planning – Spring 1

Week	Word Reading as part of English	Stimulus	Outcome (genre, outcome, reason for writing if relevant)	Reading Objectives during English	Grammar & Punctuation Objectives linked to outcome	Composition Objectives and text features linked to outcome
15-17	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions and understand that the apostrophe represents the omitted letters	Halibut Jackson	I can write a setting description (Writing to entertain)	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> -listening to and discussing stories at a level beyond that at which they can read independently -being encouraged to link what they read or hear to their own experiences -discussing word meanings, linking new meanings to those already known <b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> -drawing on what they already know or on background information and vocabulary provided by the teacher -making inferences on the basis of what has been said and done -predicting what might happen on the basis of what has been read so far <b>Explain clearly their understanding of what is read to them</b>	Attempts at third person writing, Simple conjunctions, High five sentences, Prefix un-, noun, adjective, conjunctions, past tense	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.; Use patterns and language from familiar stories in own writing; Use ideas from reading for some descriptions
18			I can write an invitation (Writing to inform)	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> - being encouraged to link what they read or hear to their own experiences <b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> -drawing on what they already know or on background information and vocabulary provided by the teacher	High five sentences, facts, present tense, question mark, question words	Begin to locate parts of text that give particular information: Who, What, Where When, Why. Convey information and ideas in simple non-narrative forms
19-21		Bog Baby	I can write a character description and short narrative (Writing to entertain)	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> -listening to and discussing stories at a level beyond that at which they can read independently -being encouraged to link what they read or hear to their own experiences -discussing word meanings, linking new meanings to those already known <b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> -drawing on what they already know or on background information and vocabulary provided by the teacher -making inferences on the basis of what has been said and done -predicting what might happen on the basis of what has been read so far <b>Participate in discussion about what is read to them , taking turns and listening to what others say</b> <b>Explain clearly their understanding of what is read to them</b>	Letter, capital letter, word, sentence, punctuation, full stop, 3rd person, 1st person prefix, suffix, past tense, noun, adjective, conjunction	Identify the beginning, middle and end in stories Understand that the 'voice' telling the story is called the narrator Identify 'story language' used to describe imaginary characters and 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 short narratives 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.

Y1 English Long Term Planning – Spring 2

Week	Word Reading as part of English	Stimulus	Outcome (genre, outcome, reason for writing if relevant)	Reading Objectives during English	Grammar & Punctuation Objectives linked to outcome	Composition Objectives and text features linked to outcome
22-23	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions and understand that the apostrophe represents the omitted letters	Fairytale – The Gingerbread man	I can write a retelling of the story (Writing to entertain)	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing stories at a level beyond that at which they can read independently</li> <li>-becoming very familiar with traditional tales, retelling them and considering their particular characteristics</li> <li>-recognising and joining in with predictable phrases</li> <li>-discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>-predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Explain clearly their understanding of what is read to them</b></p>	Letter, capital letter, word, sentence, punctuation, full stop, 3rd person, 1st person prefix, suffix, past tense, noun, adjective, conjunction	<p>Identify the beginning, middle and end in stories</p> <p>Understand that the 'voice' telling the story is called the narrator</p> <p>Identify 'story language' used to describe imaginary characters and use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.;</p> <p>Recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives</p> <p>Use patterns and language from familiar stories in own writing;</p> <p>Write short narratives 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.</p>
24-25		Recipe books	I can write a set of instructions linked to DT (Writing to inform)	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wider range of non-fiction at a level beyond that at which they can read independently</li> <li>--discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Explain clearly their understanding of what is read to them</b></p>	High five sentences, 2nd person, imperative verbs, time connectives, diagram, bullet points.	<p>Think out and give clear single oral instructions.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write consecutive instructions independently</p>
26-27		Information texts	I can write a non-chronological report about plants (Writing to inform)	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wider range of non-fiction at a level beyond that at which they can read independently</li> <li>--discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Explain clearly their understanding of what is read to them</b></p>	Ideas grouped together for similarity, Attempts at third person writing, Written mainly in an appropriate tense, Simple connectives to construct simple sentences, Pronouns to avoid repeating the name of the plant too often,	<p>Recognise and use: titles, an introduction, sections of information about a similar theme, subheadings, factual information, questions used as subheadings to answer questions that a reader may have about the plant</p>