

Y1 English Long Term Planning

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
1-4	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	The Lonely Beast	I can write a simple <u>narrative</u> . (Writing to entertain)	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -listening to and discussing stories at a level beyond that at which they can read independently -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher 	Leaving spaces between words, Introduction of capital letters to demarcate sentences, High Five Sentences, Full stops, Cursive script, Read back for sense, 3rd Person/1st person, Past Tense 'ed' endings (suffix)	<p>Identify the beginning, middle and end in stories. Understand that the 'voice' telling the story is called the narrator.</p> <p>Respond by making links with own experience and identify 'story language' used to describe imaginary settings.</p> <p>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</p> <p>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.</p>
5-7		Hansel and Gretel	I can write a <u>narrative</u> including description of the setting and characters (Writing to entertain)	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -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 -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -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 	Introduction of full stops to demarcate sentences; Punctuating sentences with capital letters, High Five Sentences, Exclamation Marks, Finger Spaces, Cursive script, Read back for sense, 3rd Person/1st person, Past Tense 'ed' endings (suffix), Adding 'est' to adjectives Use of time connectives and prepositions	<p>Identify the beginning, middle and end in stories Understand that he 'voice' telling the story is called the narrator</p> <p>Respond by making links with own experience and identify 'story language' used to describe imaginary settings.</p> <p>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.</p> <p>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 describe characters and settings.</p>

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8-11	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	National Geographic Kids	I can write an animal <u>factfile</u> (Writing to inform)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing non-fiction 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 Understand both the books they can already read accurately and fluently and those they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher Explain clearly their understanding of what is read to them	Naming letters of the alphabet; Formation of lower case letters, High Five Sentences' and understanding how words combine to make 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.
12-13		Animal Poems	I can write an animal <u>riddle</u> (Writing to entertain)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing a wide range of poems at a level beyond that at which they can read independently -learning to appreciate rhymes and poems, and to recite some by heart	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 sense, 1st person, Question words	Start with the answer to the riddle, brainstorm ideas, come up with clues to help the person solve the problem Use sentences such as: I look like..., I sound like..., You find me..., I have..., I am..., I feel... Begin to talk about features such as rhyme, simile, alliteration, sound, onomatopoeia and rhythm
14		Christmas Stories	Reading Focus	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing stories at a level beyond that at which they can read independently -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics		