

Year 1 English Long Term Plan

	Autumn 1 7 weeks		Autumn 2 7 weeks	
Curriculum Areas	Animals Including Humans Hot & Cold Places		Seasonal Changes Toys Past & Present	
CLPE Texts	The Storm Whale – Benji Davies (6 weeks)	Poetry (1 week)	The Emperor’s Eggs -Martin Jenkins and Jane Chapman (3 Weeks)	Traction Man is Here - Mini Grey (4 weeks)
Writing Outcomes	Drawing and artwork Responding to illustration Drama and Role-Play Freeze frame Role on the wall Writing in role- diary entry / thought/ speech bubbles Looking at language Book talk Shared writing Story mapping and re-enactment Oral story telling Poetry Non-chronological report – create a fact file about Whales Explore new vocabulary (adjectives)	Visualising movement and poetry Orally rehearse Performance Cross curriculum link – science (senses)	Extended vocabulary and language - annotations on artwork Setting description Poetry Information writing	Writing in Role Caption Writing Letter Writing Narrative Writing
Grammar Focus	<ul style="list-style-type: none"> • Leave spaces between words. • Begin to punctate sentences using capital letters and full stops. • Revision of phase 2/3 phonics 	<ul style="list-style-type: none"> • Begin to punctate sentences using capital letters and full stops. • Begin to use joining words to join clauses using ‘and’. • Begin to use capital for names of people and days of the week • Revision of phase 2/3 phonics 	<ul style="list-style-type: none"> • Add suffix ‘ed’ to verbs where no spelling change is needed to the root word e.g. <i>help</i> – <i>helped</i> • Begin to punctuate sentences using a capital letter and full stop. • Begin to identify a question mark or exclamation mark. • Revision of phase 2/3 phonics 	<ul style="list-style-type: none"> • Add suffix ‘ing’ to verbs where no spelling change is needed to the root word e.g. <i>help</i> – <i>helping</i>. • Add suffix –s/es as the plural marker for nouns and the third person singular marker for verbs • <i>Begin to use question marks.</i> • Revision of phase 3 phonics

Year 1 English Long Term Plan

	Spring 1 5 weeks	Spring 2 6 weeks	
Curriculum Areas	Plants The United Kingdom	Seasonal Changes Continued Schools Now & Then	
CLPE Texts	The Secret Garden - Linda Sarah and Fiona Lumbers (4/5 weeks)	The Lonely Beast - Chris Judge (4 weeks)	Mr Underbed - Chris Riddell (2 weeks)
Writing Outcomes	<p>Story predictions</p> <p>Writing in role</p> <p>Improvised scenes</p> <p>Personal narratives</p> <p>Persuasive writing to encourage local activism</p> <p>Own written stories on the theme of friendship</p>	<p>'Tell Me' responses</p> <p>Role on the Wall</p> <p>Character descriptions of The Beast and a friend for The Beast</p> <p>An underwater creature poem</p> <p>Interview questions</p> <p>Script for news report including interview</p> <p>Front page newspaper article</p> <p>Persuasive letter to the city Mayor</p> <p>The story of a Beast's journey</p> <p>Writing in role (diary entries, postcards, letters and invitations)</p> <p>Caption for Tourist Information Poster</p> <p>Party preparations (lists, invitations, banners, etc)</p>	<p>Double page picture book spread</p> <p>Speech and thought bubbles for key characters</p> <p>Character Descriptions</p> <p>Letter to a character</p> <p>Creating a new character and description</p> <p>Writing in Role</p> <p>Sketch ideas for own story</p> <p>Storyboard for own story</p> <p>Own made picture book</p>
Grammar Focus	<ul style="list-style-type: none"> • Use the spelling rule for adding suffixes –s or –es as the plural marker for nouns and the third person singular marker for verbs. • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Use a capital letter for the personal pronoun I • Revision of phase 3 phonics 	<ul style="list-style-type: none"> • Begin to use joining words to join clauses e.g and, but, or, so because. • Begin to identify and use the prefix un– • Revision of phase 4 phonics 	<ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use the grammatical terminology in English Appendix 2 in discussing their writing. • Revision of phase 4 phonics

Year 1 English Long Term Plan

	Summer 1 6 weeks		Summer 2 6 weeks	
Curriculum Areas	Materials & Their Properties The Great Outdoors		Seasonal Changes Continued The Great Fire of London	
CLPE Texts	The Robot and Bluebird - David Lucas (4 weeks)	The Story Tree - Retold by Hugh Lupton (2 weeks)	Poems to perform - Clare Melinsky, edited by Julia Donaldson (3 weeks)	The Magic Finger – Roald Dahl (3 weeks)
Writing Outcomes	Captions and annotations Debate writing Speech and thought bubbles Writing in Role Text annotations Non-chronological report Instruction writing Letter Free verse poetry Story maps Retelling from alternative perspectives	‘Tell Me’ responses Setting description Character description Writing in role (recount) Writing a narrative sequence retelling the story Simple narrative based on known text	Descriptive vocabulary and phrase collections Poems inspired by the collection: - Innovated verses of ‘Rhythm of Life’ - Fresh lines for ‘The Sound Collector’ - original poem inspired by poetry and music: ‘The Lark Ascending’ Performance and recital Class anthologies	Tell Me responses Letter to the girl, asking questions. Persuasive letter to the Greggs Captions on behaviour chart Diary entry Information poster about native birds Collaborative poem about the joys of flying Narrative sequel to the story
Grammar Focus	<ul style="list-style-type: none"> Identify and use suffixes er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Revision of phase 4/5 phonics 	<ul style="list-style-type: none"> Revise suffixes ‘ed’ and ‘ing’ to verbs where no spelling change is needed to the root word e.g. <i>help – helped, helping</i> Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Revision of phase 4/5 phonics 	<ul style="list-style-type: none"> Revise and use the prefix un Revise -Add suffix –s/es as the plural marker for nouns and the third person singular marker for verbs. Revision of phase 5 phonics taught in year 1 	<ul style="list-style-type: none"> Revise suffixes er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Revise the grammar for year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing. Revision of phase 5 phonics taught in year 1

Year 1 English Long Term Plan

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boaf</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>