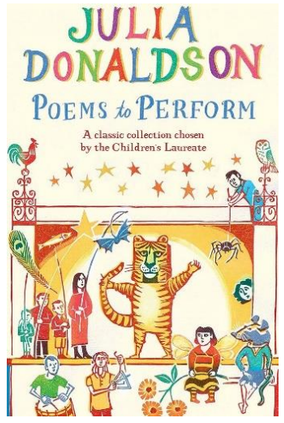
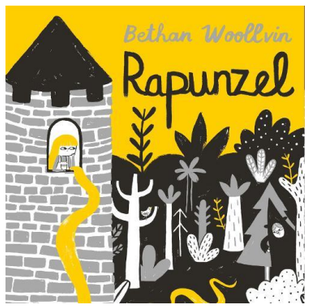
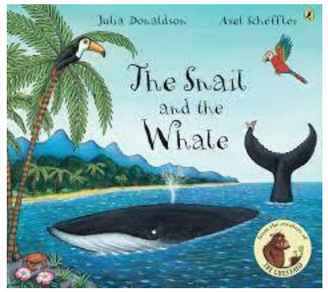
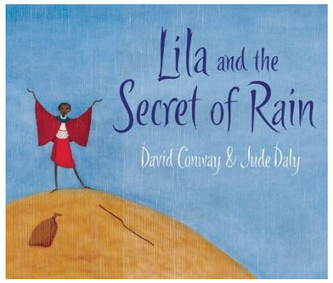
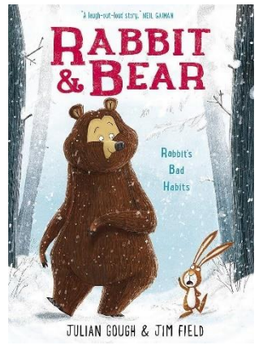
Scartho Gateway Academy Long Term English Plan: The Power of Reading

Milestone 1: Year 1

Year 1	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Theme	Expressing ourselves	Challenging stereotypes	Animal conservation	Animal conservation	Family relationships, determination and perseverance	Compassion and happiness
Type of text	Poetry	Traditional Tale	Non-Fiction	Contemporary Fiction	Picture Book	Building Reading Stamina
Power of Reading text:	Basics Labels, lists and captions (non-fiction) Poems to Perform 	Rapunzel by Bethan Woollvin 	One Day on our Blue Planet by Ella Bailey 	The Snail and the Whale by Julia Donaldson 	Lila and the Secret of Rain by David Conway 	Rabbit and Bear: Rabbits' Bad Habits by Julian Gough and Jim Field 

Links to additional texts to support reading and story time (end of the day).	• 'The Puffin Book of Fantastic First Poems', ed. June Crebbin; 'The Dragon with a Big Nose' by Kathy Henderson • 'All the Best. The Selected Poems' by Roger McGough • 'Caribbean Playground Song' read by James Berry • 'Dog in the Playground' read by Allan Ahlberg from his 'Collected Poems' 'Everybody's Got a Gift' by Grace Nichols (Poetryline)	• Little Red and the Very Hungry Lion, Alex T. Smith • Little Red Hood, Marjolaine Leray • How to Wash a Woolly Mammoth, Michelle Robinson and Kate Hindley • How to Babysit a Grandad, Jean Reagan and Lee Wildish (Hodder) • Pattan's Pumpkin, Chitra Soundar and Frane Lessac • The Princess and the White bear King, Tanya Robyn Batt • Anna Hibiscus' Song, Atinuke • The many versions of 'Goldilocks and the Three Bears' and 'The Three Little Pigs'	• One Night, Far From Here by Julia Wauters • Bringing the Rain to Kapiti Plain by Verna Aardema • We All Went on Safari by Laurie Krebs • African Animal Tales collection by Mwende Hadithi • Handa's Surprise by Eileen Browne • A is for Africa by Ifeoma Onyefulu	• One Night, Far From Here by Julia Wauters • Bringing the Rain to Kapiti Plain by Verna Aardema • We All Went on Safari by Laurie Krebs • African Animal Tales collection by Mwende Hadithi • Handa's Surprise by Eileen Browne • A is for Africa by Ifeoma Onyefulu • The First Book of Nature' by Nicola Davies • A Little Guide to Trees / A Little Guide to Wild Flowers by Charlotte Voake (Eden Project) Acorn by Edward Gibbs • Wild by Emma Emily Hughes	• Wilson-Max K: Furaha Means happy: a book of Swahili Words Chamberlin R, Chamberlin, Cairns: • Mama Panya's Pancakes Faundez A: The Day the Rains Fell • Browne E: Handa's Surprise and Handa's Hen Ardeena V: Bringing the rain to Kapiti Plain • Scott J: Mara Serengeti: A Photographer's Paradise Conway D, Littlewood K: The Most Important Gift of All	• Wild Animals of the North, Dieter Braun • The Pest in the Nest (Book 2) • The Attack of the Snack (Book 3) • A Bite in the Night (Book 4)
Extended writing outcomes: Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term, teachers must ensure children have had the following writing opportunities: - Fiction/poetry - Non-fiction	Time for labels, lists and captions and handwriting focus prior to beginning. Poetry in a range of forms Create your verse in pairs	Fiction: Retell a traditional fairy tale Non-Fiction: Letters	Poetry Free verse Non-Fiction: Explanation	Fiction Narrative - adventure Non-fiction Newspaper report	Fiction: Narrative - stories from different cultures. Non-fiction Non-chronological report on Kenya.	Fiction: Narrative - Dilemma Non-Fiction: Instructions
Shorter writing opportunities	1. Word collection 2. Draft and write key phrases and vocabulary. Role-play, reciting, oracy and performance skills.	1. Shared writing 2. Poetry 3. Question writing 4. Descriptive writing 5. Note of advice 6. Bookmaking and publishing 7. Writing in role - diary entry	1. Fact card 2. Captions 3. Labels 4. Lists 5. Information poster 6. Setting description	1. Captions and sentences 2. Fact card 3. Action description 4. Explanation diagram 5. Alternative story in a made book. 6. Questions for the snail 7. Vocabulary gathering	1. Responding to illustration 2. Responding to images, shared writing 3. Book talk 4. Story mapping 5. Writing in role 6. Book making 7. Researching	1. Descriptive words 2. Nouns 3. Suffixes, prefixes 4. Rhyming words 5. Fronted Adverbials 6. Time connectives
National Curriculum coverage - Reading						

1. Apply phonic knowledge and skills as the route to decode words.
2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
5. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
6. Read other words of more than one syllable that contain taught GPCs.
7. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
8. Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
9. Reread these books to build up their fluency and confidence in word reading.

Comprehension

1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:
   - listening to and discussing a wide range of poems, stories and 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
   - 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
   - learning to appreciate rhymes and poems, and to recite some by heart
   - discussing word meanings, linking new meanings to those already known
2. 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
   - checking that the text makes sense to them as they read, and correcting inaccurate reading
   - discussing the significance of the title and events
   - making inferences on the basis of what is being said and done
   - predicting what might happen on the basis of what has been read so far
3. Participate in discussion about what is read to them, taking turns and listening to what others say.
4. Explain clearly their understanding of what is read to them

National Curriculum coverage - Writing

Transcription

1. **Spell**
   - words containing each of the 40+ phonemes already taught
   - common exception words
   - the days of the week
2. **Name the letters of the alphabet**
   - naming the letters of the alphabet in order
   - using letter names to distinguish between alternative spellings of the same sound
3. **Add prefixes and suffixes**
   - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
   - using the prefix un-
   - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
4. Apply simple spelling rules and guidance, as listed in English appendix 1.
5. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

National Curriculum coverage - Spelling, Grammar and Punctuation

Word

Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).
How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].

Sentence

How words can combine to make sentences.
Joining words and joining clauses using and.

Text

Sequencing sentences to form short narratives.

Punctuation

Separation of words with spaces.
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Capital letters for names and for the personal pronoun I.

National Curriculum coverage - Handwriting

1. Sit correctly at a table, holding a pencil comfortably and correctly.
2. Begin to form lower case letters in the correct direction, starting and finishing in the right place.
3. Form capital letters
4. Form digits 0 - 9
5. Understand which letters belong to which handwriting 'families' and to practise these.

National Curriculum coverage - Speaking and listening

1. Listen and respond appropriately to adults and their peers.
2. Ask relevant questions to extend their understanding and knowledge.
3. Use relevant strategies to build their vocabulary.
4. Articulate and justify answers, arguments and opinions.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
8. Speak audibly and fluently with an increasing command of Standard English.
9. Participate in discussions, presentations, performances, role play/improvisations and debates.
10. Gain, maintain and monitor the interest of the listener(s).
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
12. Select and use appropriate registers for effective communication.