

Year 1 English Long Term Planning

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction texts/stimulus	Dear Zoo The Tiger Who Came To Tea. Owl Babies. Lost and Found.	Toys in Space Kids Big book of Space The Toy Boat, The Jolly Xmas Postman Instructions linked to DT	The Enormous Turnip Little Red Riding Hood, Cinderella The Three Pigs Instruction linked to houses DT	Tyrannosaurus Drip Nonfiction- Dinosaurs/pirate The Magic Key –fantasy.	Handa’s Surprise Handa’s Surprising Day Nonfiction -Africa	The Great Dragon Rescue. The Magic Key Sharing a Shell
Final outcomes/ genre	Children will discuss the settings of the stories, compare them and talk about the characters. They will order and retell the stories. They will make up their own versions of the stories. Dear zoo class book	Retell Character description Write a letter to Santa Instructions to make a toy boat and a Christmas decoration.	Retell Character profile Hot seating of the wolf Comparison of fairytales Compose own fairytale	Retell Character profile Writing their own pirate/dinosaur poem.	Retell Plan and write a new story Compare stories Learn a poem- write their own jungle poem	Fantasy character exploration Character profile Retell and write their own fantasy stories
Non-Fiction text stimulus	Looking after the egg, link with Lost and Found story. Willy the Wizard.	Toys big book How to catch Santa The big book of space.	Homes - DT	Dinosaurs- nonfiction text – I read	Nonfiction – Africa Giant Animals Orange band Foods around the World power points	Princess Diana books. PPTs, BBC school’s website- Nelson Mandela Underwater Street website, leaflets
Final outcomes/ genre	Focus on writing lists, invitations.	Lost and found poster Nonfiction pages about space Toys fact sheet Instructions to make a boat Instructions on how to make an Xmas decoration	Diary of the prince/princess day of the ball Instructions on how to make a house Invitation to the ball	Letter to Tyrannosaurs Drip’s parents Non- fiction pages on dinosaurs	Nonfiction page – Africa Nonfiction pages – Giant Animals Instructions on how to make a healthy snack – linked to DT	Letter linked to sharing a shell Nonfiction writing – Princess Diana Recount of the school trip Information leaflet about Underwater Street
Poetry			Poetry– linked to traditional tales/ food	Poetry– iread pirates.	Poetry- Walking Through The Jungle.	

Final outcomes			Rhyming words. Alliteration To read and join in with rhymes and poems.	Write their own pirate poem using the format of iread pirate poem. Alliteration	Write their own poem based on the format of Walking Through The Jungle.	
Cross-curricular writing	Geography- Local Area- what we like/ dislike. Science- Why are humans not like tigers?	History- Toys- Writing about toys from the past. Science- Why does it get darker earlier in winter?	Geography- Weather- seasons, what we wear in each season. Science- Which materials should the 3 little pigs use to build their home?	History- What has changed since my grandparents were young? Write about artifacts from the past. Science- Which birds and plants would Little Red Riding Hood find in Taylor Park?	Geography- Arctic/ Antarctica. Write about climate and animals. Compare with Africa.	History- Who was famous when my mum and dad were little? Nonfiction writing about Princess Diana and Nelson Mandela.
Key grammar and punctuation skills	When I write, I leave spaces between my words. I can tell you where I might use a capital letter, a full stop, finger spaces, exclamation marks and question marks. I can make words mean more than one object by adding -s or -es. for example, dog and dogs or wish and wishes. I can add together two sentences using 'and'. I can add endings such as -ing and -ed to words to make new words. I understand how adding un- to the beginning of some words changes the word to mean the opposite.					
Key writing skills	Before I write a sentence, I can say out loud what I am going to write. I know that words can be put together to build sentences. I can add endings such as -ing and -ed to words to make new words. I can write a text by thinking of a list of sentences in the order I need. I check my sentences make sense by re-reading them. I can add together two sentences using 'and'. I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work. I can use the grammar rules set out in my grammar list. I understand how adding un- to the beginning of some words changes the word to mean the opposite.					
Key reading skills	I listen and discuss what I have read, including poems, stories and non-fiction books. I quickly read my letters or groups of letters. When I read, I can tell you of similar things that have happened to me. I can tell you about some special stories we have worked on in class and even re-tell them to my teacher. I discuss the titles and events from the books I read. I read new words by blending letter sounds together. I can tell you about why a character does or says some things. I understand the books I can read. I like to predict what happens next based on what I have read so far. I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est. I can read words that contain missing letters such as I'm, I'll, and we'll. I have learned some rhymes or poems. I check what I am reading makes sense as I am reading through it. I can correctly read the longer words in my word list. I discuss what words mean. I check what I am reading makes sense as I am reading through it. I re-read my books so that I become a better reader.					
Key oracy skills	I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 1. I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 1. I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 1. I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 1. I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 1. I can ask relevant questions to extend my					

	<p>understanding and knowledge up to the standard of spoken language expected by the end of Year 1. I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 1. I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 1. I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 1. I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 1. I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 1. I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 1.</p>					
<p>Spelling/transcription skills</p>	<p>I know the names of all the letters of the alphabet in order. When writing, I sit and hold a pencil correctly. I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly. I can write out a sentence told to me by my teacher. I can spell the words correctly in my Year 1 spelling list.</p> <p>I can tell you how some letters are similar and can be put into groups. I know some sounds can be spelled in different ways using different letters. I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper. I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper. I can spell some unusual words correctly. I can write some capital letters. I can spell the days of the week. I know how to add un- at the beginning of a word to create a new word.</p>					
<p>SMSC, British Values, Global Learning links</p>	<p><i>Democracy.</i> <i>A special friend. Oxfam website.</i></p>	<p><i>Spiritual.</i> <i>Enjoy learning about oneself, others and the surrounding world.</i> <i>Teddy's in trouble. Oxfam website.</i></p>	<p><i>The rule of law.</i></p>	<p><i>Individual liberty.</i> <i>What's in the shoebox? Oxfam website.</i></p>	<p><i>Spiritual.</i> <i>Enjoy learning about oneself, others and the surrounding world.</i></p>	<p><i>Football for humanity. Philippines.</i></p>