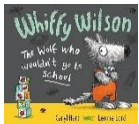
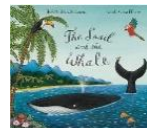


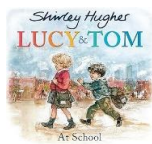
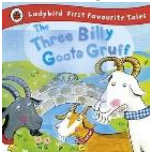
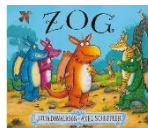
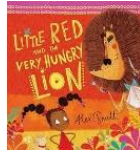
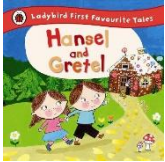
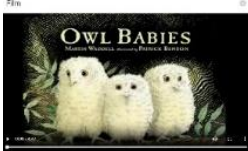
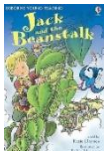


St Nicolas C of E Academy Long Term Plan – English Year 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Ongoing writing objectives across the year	Write first name and surname with a capital letter Use finger spaces between words				
Half-Termly Writing Progression Key: * indicates new learning or expectations	Write single clause sentences Demarcate many sentences with capital letters and full stops	*Write single clause sentences and sentences with two clauses using conjunctions *and *Use some adjectives occasionally (e.g. big cat, red bus, green hair) Demarcate most sentences with capital letters and full stops Demarcate most sentences with capital letters and full stops	Write single clause sentences and sentences with two clauses using conjunctions 'and' Use some adjectives occasionally (e.g. big cat, red bus, green hair) Demarcate many sentences with capital letters and full stops *Use some question marks	Write single clause sentences and sentences with two clauses using conjunctions 'and' or 'but' Use adjectives *often (e.g. big cat, red bus, green hair) *Sequence sentences to form short narratives. Demarcate *many sentences using both a capital letter and a full stop and use some question marks or exclamation marks	Write single clause sentences and sentences with two clauses using conjunctions 'and' or 'but' Use adjectives often (e.g. big cat, red bus, green hair) Sequence sentences to form short narratives. Demarcate many sentences using both a capital letter and a full stop and use some question marks or exclamation marks
Quality Core Texts & Writing Outcomes	Modern Fiction	Historical Setting & Visual Literacy	Fiction from our Literary Heritage	Fiction from our Literary Heritage	Modern Fiction & Visual Literacy
	Wiffy Wilson 	The Gunpowder Plot 	Paddington – The Grand Tour 	The King's Pants, Nicholas Allan 	The Snail and the Whale, Julia Donaldson 
	Writing to describe character Sentences about Wiffy Wilson Writing to recount Write about a school day or activity	Writing to describe character Sentences about Guy Fawkes Writing to inform Sentences about The Gunpowder Plot	Writing to describe character Sentences about Paddington Writing to inform Sentences about London	Writing to inform Sentences about King Charles Writing to narrate Sentences about the story	Writing to describe setting: Sentences about a warm place in the story Writing to recount (First person as a character): Sentences in role as the snail about the adventure with the whale



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	Fiction from our Literary Heritage	National Poetry Day	Traditional Tales	Modern Fiction	Traditional Tales
	 Lucy and Tom at School		 The Three Billy Goats Gruff	 Zog	 Little Red and the Very Hungry Lion
	Writing to inform Sentences about what happens at our school Writing to narrate Sentences about the story	Writing poetry Firework words/poems	Writing to recount: 1st Person as the character Sentences in role as Big Billy Goat Gruff Writing to narrate: Sentences about the story	Writing to describe-character: Sentences about Zog Writing to recount * (First person as a character): Sentences in role as Princess Pearl	Writing to *instruct: Sentences about how to eat Auntie Rosie Writing to narrate: Sentences about the story
	Traditional Tales	Modern Fiction	Owl Babies - Visual Literacy/Fiction from our Literary Heritage	Traditional Tales	
	 Hansel and Gretel	 The Bog Baby	 Owl Babies	 Jack and the Beanstalk	
	Writing to describe setting Sentences about the gingerbread house Writing to narrate Sentences about the story	Writing to describe setting: Sentences about the pond Writing to narrate Sentences about the story	Writing to inform: Sentences about owls Writing to describe setting Sentences about the forest at night	Writing to describe - Setting: Sentences about the castle Writing to narrate Sentences about the story	



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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – Word Recognition

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- 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 [for example, I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.

Reading – Comprehension

Pupils should be taught to:

- 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 read 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
- 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
- participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.



St Nicolas C of E Academy Long Term Plan – English Year 1



Writing – Transcription	Writing – Handwriting	Writing – Vocabulary, Grammar & Punctuation	Writing – Composition
Pupils should be taught to: - spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week - 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 - 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] - apply simple spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Pupils should be taught to: - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to: - develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing.	Pupils should be taught to: - 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 aloud their writing clearly enough to be heard by their peers and the teacher.