

English Long Term Plan Year 1 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What is like in our local area?	How have toys changed over time?	How has transport changed over time?		The United Kingdom	Have we always liked to be by the seaside?
Year 1	English Texts	'The Dragon Machine' F Helen Ward 'The Night Gardner' F The Fan Brothers	'Just because' F Mac Barnett 'Splish Splash Splosh' P James Carter P 'Toys through Time' NF	How to Sneak Your Monster into School by Christopher Francis. Ins 'All Aboard the Toy Train' P Tony Bradman	'Ocean meets the sky' F The Fan Brothers 'Little People, Big Dreams, Amelia Earhart' NF Maria Isabel	'Wild' F Emily Hughes 'Coming to England' F Floella Benjamin	'The Little Wooden Robot and the Log Princess' F Tom Gauld
	Text Type and Outcome	Fiction: Sentence construction Poetry Riddle – What am I? Non-fiction: Information text (poster) about Groby	Fiction: Retell the story Poetry Perform a poem Write their own verse Non-Fiction: Information text about their favourite toy	Fiction: Character description of a monster Non-fiction: Instruction text Poetry: Kenning Poem	Fiction: Postcard of an adventure Fiction: Setting description of the sea Non-fiction: Fact file about Amelia Earhart	Fiction: Character description Story retell Fiction: Diary Entry Postcard from the UK	Fiction: Character description Character perspective Story Retell Non-fiction: Persuasive poster for a seaside town
	Grammar and Punctuation	Beginning to punctuate sentences using a capital letter and a full stop Separation of words with spaces Joining words and clauses with and Subordinating conjunction (because) Adjectives	Leaving spaces between words Nouns Question marks Past and present tense Joining words and clauses with but, or and and	Beginning to punctuate sentences using a capital letter, a full stop, question mark and exclamation marks Nouns Verbs Sequencing sentences to form a short narrative Subordinating conjunction (because) Coordinating conjunction (but, or and and)	Using capital letters for names of people, places, the days of the week, and the personal pronoun I Sequencing sentences to form a short narrative	Plural nouns and suffixes (s or es) Singular nouns Suffixes that can be adding to verbs (ing, ed and er) Sequencing sentences to form a short narrative	Prefix un to change the meaning of verbs and adjectives Plural nouns and suffixes (s or es) Singular nouns Suffixes that can be adding to verbs (ing, ed and er) Sequencing sentences to form a short narrative
	Composition	Pupils will be taught in each sequence of learning: <ul style="list-style-type: none"> - Saying aloud 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 a teacher and/or other pupils - Read aloud their writing clearly enough to be heard by their peers and their teacher 					
	ELS	Phase 5 - recap & revise: /ai/ /ow/ /igh/ /ee/ /oi/ /ur/ /i(y)oo/ /or/ /w/ /f/ /i(y)oo/ /oa/	Phase 5 - recap & revise: /or/ /ee/ /ai/ /ee/ /igh/ /oa/ /i(y)oo/ /s/ /ee/ /or/ (walk) HRS: please, once, any, many, again, who, whole, where, two	Phase 5: /ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) /oa/ (go) /o/ (was) /oo/ (push) /y+/oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) /ur/ (world) /ur/ (learn) /oo/ (soup) /oa/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym)	Recap and revise areas where there are gaps.	Phase 5 (ELS Spring 2): /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ –tion (station) /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs.

			/air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) HRS: here, sugar, friend, because		(delicious) -ous, -ion, - ian	
Word Reading	Through word reading pupils are taught to: <ul style="list-style-type: none"> - 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. 					
Transcription	Pupils will be taught to: <ul style="list-style-type: none"> - Name 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, eating, quicker, quickest) - Apply simple spelling rules and guidance - Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far 					
Reading skills	Reading skills are taught throughout a unit of work. The children will start each book with a lesson asking questions (wonder), making predictions and making inferences. To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.					
Handwriting	Pupils are taught to: <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly - Being to form lowercase 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 formed in similar ways) and to practise these. 					
Spelling	Pupils are to revise work covered in Reception: <ul style="list-style-type: none"> - All letters of the alphabet and the sounds which they most commonly represent consonant digraphs which have been taught and the sounds which they represent ♣ vowel digraphs which have been taught and the sounds which they represent - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds - words with adjacent consonants - guidance and rules which have been taught 					