

English – long term planning by class - Class 1 - 2023/2024 **Year R** **Year 1**

	<b>Whole School Back to School Unit In our Hands Lucy Farfort <a href="#">Video</a></b>	<b>Autumn 1 We're Going to Find the Monster! Malorie Blackman and Dapo Adeola <a href="#">CLPE</a> Vlad and the Great Fire of London Cunningham</b>	<b>Autumn 2 Eco Girl Ken Wilson-Max <a href="#">CLPE</a> London - Non-fiction selection</b>	<b>Spring 1 Blue Penguin Petr Horacek <a href="#">CLPE</a> Arctic Zones- Non- fiction selection</b>	<b>Spring 2 The Secret of Black Rock Joe Todd-Stanton <a href="#">CLPE</a></b>	<b>Summer 1 Rapunzel Bethan Woollvin <a href="#">CLPE</a> And other Traditional Tales</b>	<b>Summer 2 Paper Bag Princess Robert Munsch Mixed Up Fairy Tales Hilary Robinson Twisted Fairy Tales: Little Rude Riding Hood Jo Franklin</b>
Literary Form	Picture book	Picture Book	Familiar Setting Non Fiction	Adventure	Mystery	Traditional Tales	Modern Classic/ Traditional
Topic link	PHSE RE	London and The Great Fire of London		Ice Explorers		The beginning of the kingdom of England: (AD927 united as the Kingdom of England by King Æthelstan)	
Reading	Teaching the Complex Code – linking spelling and reading  Listening & concentration Taking turns	<b>Teaching the Complex Code – linking spelling and reading- in all Book talk - in all</b> →  Enjoy listening to longer stories and remember / repeat much of what happens. Understand questions that ask 'why' Learn and use new vocabulary Articulate ideas and thoughts in sentences. Connect one idea or action to another	Listen to and talk about stories to build familiarity and understanding. Retell the story, some as exact repetition and some in their own words. Link what they hear or read to own experiences Articulate questions, ideas and thoughts in well-formed sentences	Begin to express views about books. Explore the significance of the title and sequence of events Discuss favourite words and phrases Explore prediction Answer and ask questions	Express views about settings and explore characters Compare what they hear to their own experiences Explore vocabulary and why the author chose those words	Express views about living long ago Listen to, discuss and express views about books at a level beyond that which they can read independently Predict what might happen on the basis of what has been read Begin to draw simple inferences on the basis of what is being said and done	Discuss the sequence of events in books Answer and ask questions Draw inferences on the basis of what is being said or done Voice sounds in play Make comparisons to well- known tales

Language competency talk and writing	Feelings words Body language Respond to illustration	Oral storytelling language Story mapping What are sentences Syllables in words – Investigating spelling patterns	Rehearse sentences orally. Sequence sentences to form short pieces of writing. Explore layout Read writing aloud. Write for different purposes Use new and familiar punctuation Use noun phrases	Rehearse sentences orally. How to use a wordbank Sequence sentences to form short narratives. Read writing aloud to a friend. Write for different purposes Use new and familiar punctuation Use noun phrases.	Write for different purposes Read writing aloud Compose and rehearse sentences Explore conjunctions, and, because etc Use new and familiar punctuation Use expanded noun phrases Write questions	Joining words and clauses using and, because etc Rehearse sentences orally Sequencing sentences to form a short narrative Read writing aloud to a partner Use a wordbank Express views and opinions following book talk	In narrative, create and describe characters, setting and plot Compose, check and sequence sentences Write for different purposes in different layouts Express understanding, views and opinions following book talk
Writing outcomes	Questions Captions Answers Book making	<b><i>Use print and letter knowledge in their early writing. Write some/many/most letters accurately. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</i></b> <b><i>Re-read what they have written to check that it makes sense - in all</i></b> → Captions Lists Write a story retell	Responses to illustrations Personal narratives Captions Writing in role Instruction writing Leaflet Notes and letters Poetry writing Lists Independent book writing and illustrating	‘Tell Me’ responses. (Writing about what we understand) Setting description . Character description. Plot investigation (mapping) Fact file Writing in role Shared journal Writing a narrative sequence retelling the story	Information writing Writing instructions & recipes Thought Bubbles Poetry Persuasive argument Letters and notes Book Review Book Trailer	Character description Retelling Expand noun phrases to describe and specify Speech bubbles Discover tenses Use simple conjunctions Role-play short ‘script’	Writing in role Letter writing Speech bubbles Information text Explore past and present tense Narrative re-telling/innovation
Notes	Share with school	Read stories to each other	Classroom display	Class book	Record trailers	Roleplay events in front of a small audience	Books for library
NC vocabulary, grammar, punctuation and spelling		<a href="#">English Appendix 2: Vocabulary, grammar and punctuation - GOV.UK</a> YR (ELG)Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Y1 Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using ‘and’. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital					

		letters for names and the personal pronoun 'I'. <u>Terminology:</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
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