

English Long Term Plan 2024-25 Year 1

Writing	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Time For A Tale		Author Study – Emily Gravett		The Great Fire of London		Amazonian Adventure		Islands/Under The Sea		Flight	
Text Types including purpose & audience	Little Red Riding Hood	The Three Little Pigs	Tidy	Meerket Christmas	Vlad	A Walk in London	One Day on Our Blue Planet...in the Rainforest	We're Roaming in the Rainforest	Grandma Bird	The Pirates Next Door	Amelia Earhart	Owl Babies
Speaking & Listening – skills, opportunities & outcomes	- listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - answer how and why questions - participate in role play and drama such as frieze frames, telephone conversations and pupil in role		- use relevant strategies to build their vocabulary - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - participate in performances - participate in role play and drama such as frieze frames, telephone conversations and pupil in role		- articulate and justify answers, arguments and opinions - participate in discussions, presentations, performances, role play, improvisations and debates - consider and evaluate different viewpoints, attending to and building on the contributions of others		- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - speak audibly and fluently with an increasing command of Standard English - participate in role play and drama such as frieze frames, telephone conversations and pupil in role		- Gain, maintain and monitor the interest of the listener(s) - Select and use appropriate registers for effective communication.		use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
SPaG – linked to reading & writing models	Write a simple sentence Separate words with spaces Finish the sentence with a full stop Start a sentence with a noun/proper noun Orally use simple co-ordinating conjunctions 'and' and 'but' Write a sentence including an adjective		Start sentences with a capital letter Use capital letters for names Use a capital letter for 'I' Personal pronouns Use capital letters for days of the week Use determiners: the, a, an, my, your, his, her Write a sentence including an adjective		Prepositions: up, out, onto, under, inside, outside, above, down, in, into Write a compound sentence using the coordinating conjunction 'and' Start a sentence starting with a personal pronoun Write a sentence including an adjective Teach question marks and begin to use in writing		Teach coordination- and, but, because, so Adding -ing, -ed, -er to verbs Use question marks Use regular simple past tense in a sentence, e.g. he walked to school First person (I, we), Second person (you), third person (he, she) Use connectives of sequence, e.g. first, then Similes – e.g. as cold as ice.		Teach exclamation marks and begin to use in own writing Re-read and begin to edit own work with support		Re-read and begin to edit own work or sentences independently. Orally devise alliteration, e.g. a slow snail	
Phonics – Phase objectives	Compound words Phase 2 and 3 & 4 revision Teach LW Phase 5 Autumn 1 content Syllables		LW – Autumn 2 content		LW – Spring 1 content Introduce root words and affixes Teach verbs and nouns Suffix ing and ed for verbs er to make nouns and adjectives est to make adjectives		LW Spring 2 content		LW Summer 1 content		Revise phase 5 sounds and prepare for phonics screening check LW Summer 2 content Prefix un Teach s and es for plurals Compound words Suffix 'er' and 'est'	

[illegible]

Reading				
Themes and Conventions	Comprehension		Inference	Language for Effect
Become very familiar with key stories, fairy stories and traditional tales Understand and use terms story, fairy story, rhyme, poem, cover, title, author Can seek out books around a simple theme or topic Understand the different between fiction and non-fiction Understand the way information texts are organised and use this when reading simple texts	Clarify	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 Read accurately by using meaning, structure and visual sources of information in the text Read common exception words Read 'instructional texts' (those which they can read 90-94% accurately) in a phrased and fluent manner Understand both the books they can already read accurately and fluently and those they listen to by - checking that the text makes sense to them as they read - correcting inaccurate reading as they read	Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading Make predictions, talk about what characters are like, their motivations and what they might do	Use the language of a known story for re-telling. Particularly repetitive patterns, e.g. I'll huff and I'll puff. Talk about rhyme and repetition in patterned texts Enjoy word play in books and be able to identify words and phrases they like
	Monitor and summarise	Recall the main points of a narrative in the correct sequence Discuss the significance of the title, discuss word meanings, linking new meanings to those already known		
	Select and retrieve	Identify major points in a story or some key facts from an information text		
	Reason and Explain	Will talk about significant features of layout e.g. enlarged text, bold, italic etc Ask questions and express opinions about main events and characters in stories e.g. good and bad characters		