

English – long term planning by class

Class 1 - 2024 - 2025 Year R Year 1

	Autumn 1 Traction Man Mini Grey  8 weeks	Autumn 2 Where the Wild Things Are Maurice Sendak  7 weeks	Spring 1 The Snail and the Whale Julia Donaldson  7 weeks	Spring 2 How to Find Gold Vivien Schwarz  6 weeks	Summer 1 Traditional Scandinavian tales Hans Christain Anderson  4 weeks	Summer 2 The Last Wolf Mini Grey  7 weeks
Literary Form	Picture book with comic strip conventions	Classic Children’s Fiction	Journey and rhyme	Adventure	Traditional Tales	Traditional tale reimaged
Topic link	That’s Entertainment		Coasts and Islands	Codebreakers	Invaders (Viking - local and Scandinavia)	
Reading	Teaching the Complex Code – linking spelling and reading 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	Retell a story in sequence Discuss the sequence of events Discuss favourite words and phrases Draw inferences on the basis of what is being said and done Participate in discussions Become familiar with stories and their particular characteristics.	Increase familiarity with a range of books Answer and ask questions Predict what might happen on the basis of what has been read Draw inferences on the basis of what is being said and done Express views and opinions about reading	Listen to, discuss and express views Link what they hear or read to own experiences Discuss sequence of events and favourite words and phrases Answer and ask questions Participate in discussion about what is read, taking turns and listening to others.	Retell a story in sequence Participate in discussions Answer and ask questions Express views and opinions about reading Discuss favourite words and phrases Increase familiarity with a range of books	Express views and opinions about reading Discuss the significant of the title and events Link what they hear and read to own experiences Understand the sequence of events and how items of information are related Predict what might happen on the basis of what has been said Express views about reading

<b>Language competency talk and writing</b>	<p>In narrative, create and describe characters, setting and plot          Compose, check and sequence sentences          Write for different purposes          Express understanding, views and opinions through book talk</p>	<p>Write for difference purposes, including poetry and narratives          Evaluate their own writing and oyster pupils          Use expanded noun phrases to describe</p>	<p>Draft and write by composing and rehearsing sentences orally          Sequence sentences to form short narratives          In narrative create settings, characters and plot          Write for different purposes including fictional personal experiences</p>	<p>Draft and wrote by noting ideas, key phrases and vocabulary          Sequence sentences to form short narrative          Write for different purposes          Use new and familiar punctuation correctly          Expand noun phrases to describe and specify          Use past and present tense correctly          Use simple conjunctions</p>	<p>In narrative, create and describe characters, setting and plot          Write for difference purposes          Express understanding, views and opinions through book talk          Draft and write by composing and rehearsing sentences orally          Sequence sentences to form short narratives</p>	<p>Draft and write by noting ideas, key phrases and vocabulary          Sequence sentences to form short narratives          Re-read and evaluate writing to check it makes sense          use new and familiar punctuation correctly          Expand noun phrases to describe and specify          Use past and present tense correctly and consistently          Use simple conjunctions to link subordinate and co-ordinating clauses</p>
<b>Extended writing outcomes</b>	<p>Writing in role          Letter writing          Captions          Speech bubbles          Narrative re-telling/innovation</p>	<p>Story maps, character and setting descriptions          Writing in role-letter          Poetry          Narrative- innovated version of the story</p>	<p>Thought/speech bubbles          Written predictions          Illustrations of characters          Letter to characters          Verse of a song          Travel journals, filmed          Tv reports and newspaper reports</p>	<p>‘Tell me’ response          Character description          A plan to find gold          Detailed description and directions in map work          writing in role - bubbles and diary entries          play script          Persuasive note          Letter to the author          illustrator</p>	<p>Story maps, character and setting descriptions          Writing in role-letter          Oral storytelling          re-telling/innovation</p>	<p>Oral storytelling          Speech and thought bubbles          Information writing          Persuasive speech          Writing in role          Advisory Note          Letter          Free Writing</p>
<b>Teaching Approaches</b>	<p>Reading aloud and retelling          Responding to illustration          Re-enactment through play          Drawing and annotating          Shared writing          Book making</p>	<p>Responding to illustration          Story telling and retelling          writing in role          Story mapping and visualising          Role on the wall          Performing poetry</p>	<p>Respond to illustration          Freeze-frame          looking at language          Conscience Alley          Exploring film texts          Writing in role          Story mapping- graph of emotions          Book talk          Roleplay and Drama</p>	<p>Book talk and resounding to illustration          Oral storytelling          drawing and annotating          Mapping          Debate and argument- conscience alley          Book making and publishing</p>	<p>Responding to illustration          Story telling and retelling          writing in role          Conscience Alley          Roleplay and Drama</p>	<p>Response to Illustration          Storytelling          Role on the Wall          Freeze Frame          Thought Tracking          Reading Aloud          Readers Theatre          Developing Enquiry          Dictogloss          Writing in Role</p>

		Reading journals and drawing and annotating				Book Talk Debate and Discussion Double Bubble
<b>Notes</b>						
<b>NC vocabulary, grammar, punctuation and spelling</b>	<p><a href="#">English Appendix 2: Vocabulary, grammar and punctuation - GOV.UK</a></p> <p>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.</p> <p>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.</p>					

Narrative writing    Poetry    Arguments and discussions    Biographies and autobiographies  
 Diaries and journals    Instructions and recipes    Information texts    Newspapers    Recounts  
 Persuasive writing    Non-chronological reports    Traditional tales, myths and legends    Letters  
 Playscripts