

ENGLISH

Long Term Plan

Year One



Reading Milestones

Breadth of Study

- Listen to traditional tales
- Listen to a range of texts
- Learn some poems by heart
- Become familiar with a wide range of texts of different lengths
- Use the class and school libraries
- Listen to and discuss a range of non-fiction at a level beyond that at which they can read independently

Read words accurately

- Apply phonics knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes 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 correspondances 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'll, I'm, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.

Understand texts

- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Discuss word meanings and link to words already known.
- Answer simple retrieval questions and find evidence to support answers.
- Predict what might happen next based on events so far read

Writing Milestones (Milestones in red are non-negotiable)

Breadth of Study (KSI)

- Narrative:
 - o Write stories set in places pupils have been.
 - o Write stories and plays that use the language of fairy tales and traditional tales.
 - o Write stories that mimic significant authors.
- Non-fiction:
 - o Write labels.
 - o Write lists.
 - o Write captions.
 - o Write instructions.
 - o Write recounts.
 - o Present information.
- Poetry:
 - o Write poems that use pattern, rhyme and description.

<i>Spell correctly</i>	<ul style="list-style-type: none"> - Spell words containing 40+ learned phonemes. - Spell common exception words and the days of the week. - Name letters of the alphabet in order. - Use letter names to describe the spelling of words. - Add prefixes and suffixes, learning the rule for adding s and es as a plural maker for nouns, and the third person singular marker for verbs (I drink - he drinks). - Use the prefix un. - use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. - Use spelling rules. - Write simple sentences dictated by the teacher. - Spell by segmenting words into phonemes and represent them with the correct graphemes. - Learn some new ways to represent them with the correct phonemes. - Spell common exception words correctly.
<i>Punctuate accurately</i>	<ul style="list-style-type: none"> - Leave spaces between words. - Use the word 'and' to join words and sentences. - Begin to punctuate using a capital letter for the names of people, places, the days of the week and I. full stops, capital letters, exclamation marks, question marks, commas for lists apostrophes for contracted forms.
<i>Use sentences appropriately</i>	<ul style="list-style-type: none"> - Write so that other people can understand the meaning of sentences. - Sequence sentences to form clear narratives. - Convey ideas sentence by sentence. - Join sentences with conjunctions and connectives. - Vary the way sentences begin.
<i>Write with purpose</i>	<ul style="list-style-type: none"> - Say first and then write to tell others about ideas. - Write for a variety of purposes. - Plan by talking about ideas and writing notes. - Use some of the characteristic features of the type of writing used.

<i>Use imaginative description</i>	<ul style="list-style-type: none"> - Use well-chosen adjectives to add detail. - Use names of people, places and things.
<i>Organise writing appropriately</i>	<ul style="list-style-type: none"> - <i>Re-read writing to check it makes sense.</i>
<i>Use paragraphs</i>	
<i>Analyse writing</i>	<ul style="list-style-type: none"> - Discuss writing with the teacher and other students. - Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> o Word, sentence, letter, capital letter full stop, punctuation, singular, plural, question mark, exclamation mark.
<i>Present writing</i>	<ul style="list-style-type: none"> - Read aloud writing clearly enough to be heard by peers and the teacher.
<i>Present neatly</i>	<ul style="list-style-type: none"> - <i>Sit correctly and hold a pencil correctly.</i> - Begin to form lower-case letters correctly. - Form capital letters. - Form digits 0-9. - Understand letters that are formed in similar ways. - Form lower-case letters of a consistent size. - Begin to join some letters. - Write capital letters and digits of consistent size. - Use spacing between words that reflects the size of the letters.

Genres to Teach

- o Stories:
 - ❖ Traditional Tales
 - ❖ Familiar Settings
- ❖ Stories that mimic significant authors
 - o Labels, lists and captions
 - o Instructions
 - o Information
 - o Poetry:
 - ❖ Acrostic poems
 - ❖ Poems that rhyme

Term 1 - Super Stories		Term 2 - Traditional Tales	
Reading	Writing	Reading	Writing
Supertato (Sue Hendra)	Labels, Lists and Captions	Dear Fairy Godmother (Michael Rosen)	Letters
Super Daisy (Kes Grey)	Writing and sequencing sentences	Jack and the Beanstalk (Teach Hub)	Sequencing sentences for a narrative
Book Family: Poem: If I were a Superhero (Sally Grey)		Book Family: The Three Little Pigs (Teach Hub)	

Charlie's Superhero Underpants			
Term 3 - Eric Carle		Term 4 - Into the Forest	
Reading	Writing	Reading	Writing
The Very Hungry Caterpillar (Eric Carle)	Stories that mimic an author	Little Red Riding Hood (Teach Hub)	Retelling a traditional tale
Non-fiction texts about insects:	Information text	Robin Hood (RWI)	Story in a familiar setting Acrostic Poem
Book Family: The Bad-Tempered Ladybird (Eric Carle)		Book Family: Into the Forest (Anthony Browne)	
Term 5 - Unexpected Visitors		Term 6 - Moon Landing	
Reading	Writing	Reading	Writing
The Tiger who came to Tea (Judith Kerr)	Instructions	Look up! (Nathan Bryon)	Building stamina in writing- a range of pieces
Paddington (Michael Bond)	Character Description	Moon Landing Non-fiction books: The Rubbish Tip Alien (Pie Corbett)	Recount Rhyming Poems
Book Family: Dagger (Shirley Hughes)		Book Family: Smeds and the Smoos (Julia Donaldson)	

English Assessments:

Writing

- Once every big term we will assess the children's writing using the tick sheets that we already have in year groups
- For moderation we will choose 6 children from each year group 2 HAP, 2MAP, 2LAP (these should be 'cuspy' children to help with your assessment). You will then moderate their writing with your year group partner for your moderation folders. This will take place in a staff meeting.
- Years 2 and 6 will have internal moderation with coordinators

Reading

- RWI Phonic assessments will take place at the end of each term to determine progress and current levels.
- Once children have completed the RWI Phonics Programme, complete 'Big Cat' fluency assessments to level their reading ability.
- NFER Reading Assessment in Autumn, Spring and Summer terms.