



Poulton Lancelyn

English

Long Term Plan

Y1

2021/22

Autumn 1

POR - *Look Up!* - Nathan Bryon

Narrative focus: Re-tell a narrative using patterns from listening and reading

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Labels Sentences	Speech bubbles	Fact-files	Letter	Re-tell	Night time scene setting description	Collaborative poem
Spelling Focus Teaching	n before k RWI 1 The final 'k' sound is made with 'k' after a consonant.	ss RWI 1 The 's' sound is often made with 'ss' at the end of short words following a short vowel.	ll RWI 1 The 'l' sound is often made with 'll' at the end of short words following a short vowel.	ck RWI 1 The 'k' sound is often made with 'ck' at the end of short words and always follows a short vowel.	ff RWI 1 The 'f' sound is usually made with 'ff' at the end of short words (following a single vowel letter).	tch 'tch' is used at the end of words if it follows a single short vowel.	v The final 'v' sound usually has an 'e' added.
Grammar/punctuation Focus Teaching	Capital letters Finger spaces Full stops	Write key words and new vocabulary	Write key words and new vocabulary	Orally compose a sentence before writing it Capital letters and full stops	Combine words to make single clause sentence Capital letters and full stops	Capital letter for the personal pronoun I Suffix ing Capital letters and full stops	Full stops and capital letters
Poetry	<i>Who has seen the wind?</i> Christina Rossetti (archaic)						
Bookclub/ class read	Traditional nursery rhymes (archaic text) The Enchanted Wood (archaic)						
Once upon a story texts	The Colour Monster (resistant) Peace at Last Can't You Sleep Little Bear? Beegu Nursery Rhymes (archaic) And the Dish Ran Away With the Spoon (complexity of narrator)						
Linked curriculum texts	<u>Science</u> Creature features – Natasha Durley Life-sized Animal Tracks – John Townsend Actual size – Steve Jenkins The Big Book of Beasts – Yuval Zommer A First Book of Animals – Nicola Davies						

Autumn 2

The Last Wolf by Minnie Grey (inverted traditional tale)

Narrative focus: Tell a story about a central character

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Character description	Poetry (concrete poem)	Instructions	Factfile	Diary entry	Re-tell	Letter
Spelling Focus Teaching	ay RWI 2 'y' can act as a vowel, making the 'a' say its name (long vowel sound)	ee RWI 2 Double 'ee' gives a long 'e' sound	igh RWI 2 letters 'igh' make a long 'i' sound -often followed by the letter 't'	ow RWI 2 'ow' can make a long 'o' sound	oo RWI 2 'oo' most often makes a long 'oo' sound	oo RWI 2 'oo' can give a short 'u' sound (often before 'd' and 'k')	ar RWI 2 'ar' is often used in the middle or at the end of a word

Once upon a story texts	The Red Tree (resistant) The Lotus Seed (complexity of plot/symbol) Red Kite Blue Kite (complexity of plot/symbol) Cops and Robbers Jack and the Beanstalk (archaic) The Teddy Bear (complexity of the narrator)
Linked curriculum texts	Once Upon a Dragon's Fire Miranda the Explorer The Great Race Willow Pattern Story Dragon Dance: A Chinese New Year Book Li's Chinese New Year

Spring 2						
Pattan's Pumpkin by Chitra Soundar (traditional Indian flood story)						
Narrative focus: To write their own version of a familiar story and re-count events in sequence						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Extended Writing Genre	Instructions – taking care of a plant	Recount - letter	Information– newspaper report		Narrative – retell of a section of the story Narrative – own flood myth story	
Spelling Focus Teaching	ea RWI 3 When two vowels go out walking the first one does the talking- 'ea' can make a long 'e' sound	ea RWI 3 In some words 'ea' makes a short 'e' sound	oi RWI 3 'oi' is often used in the middle of a word.	a_e RWI 3 Silent 'e' makes the vowel 'a' say its name (long vowel sound)	i_e RWI 3 Silent 'e' makes the vowel 'i' say its name (long vowel sound)	o_e RWI 3 Silent 'e' makes the vowel 'o' say its name (long vowel sound)
Grammar/ punctuation Focus Teaching	Using conjunctions to join clauses	Use capital letters for names of people and places	Plural s/es	Suffix –ed	Some accurate use of the prefix -un e.g. unhappy	Punctuation revision
Poetry	On the Ning Nang Nong by Spike Milligan (resistant text)					
Bookclub/ class read	Mr Men books How to Train Your Dragon					
Once upon a story texts	Dogger Rumpelstiltskin (archaic) Rapunzel (archaic) The Big Pancake (archaic) The Trouble with Trolls (non-linear) Each Peach Pear Plum					

Narrative focus: To use patterns and language from familiar stories. To write a complete story with a beginning, middle and end						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Extended Writing Genre	Narrative- character description		Narrative – setting description	Recount – letter to a character	Narrative - retell	
Spelling Focus Teaching	ew RWI 3 'ew' together make a long 'u' sound.	ire RWI 3 'ire'- uses long i sound	ear RWI 3 'ear' can make the sound 'ear' or the sound 'air'.	ure RWI 3 'ure' sounds like 'your'	ue 'ue' makes a long 'u' sound.	wh The 'w' sound can also be made with 'wh'
Grammar/ punctuation Focus Teaching	Use capital letters for names of people and places	Link ideas by subject or pronoun	Use some simple description to describe a character or setting	Use capital letters for names of people, places, and days of the week	Using some exclamation marks	Using and, but or too, to join words and clauses
Poetry	The Swing (Robert Louis Stevenson)					
Bookclub/ class read	Animal NF books The Magic Faraway Tree (archaic)					
Once upon a story texts	The Building Boy Wolves (resistant) The Princess and the Pea (archaic) The very Smart Pea and the Princess to Be (complexity of narrator) Wanted: The Perfect Pet (complexity of plot/symbol) The Magic Porridge Pot (archaic)					
Linked curriculum texts	Alba the hundred year old fish Somebody Swallowed Stanley Saving Tally The Brilliant Deep The Fate of Fausto					