



## 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	Labels	Speech bubbles	Fact-files	Letter	Re-tell	Night time scene	Collaborative poem		
Genre	Sentences					setting description			
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.	II RWI 1 The 'I' sound is often made with 'II' 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	Who has seen the wind? Ch								
Bookclub/ class read	Traditional nursery rhymes	,							
	The Enchanted Wood (arc	· · · · · · · · · · · · · · · · · · ·							
Once upon a story	,	The Colour Monster (resistant)							
texts	Peace at Last Can't You Sleep Little Bear'								
	<u>'</u>	r							
	Nursery Rhymes (archaic)	Beegu Nursery Phymes (archaic)							
	, , , , ,	And the Dish Ran Away With the Spoon (complexity of narrator)							
Linked curriculum	Science		,						
texts	Creature features – Natash	Creature features – Natasha Durley							
	Life-sized Animal Tracks – J	ohn Townsend							
	Actual size – Steve Jenkins								
	The Big Book of Beasts – Yu	uval Zommer							
	A First Book of Animals – N	icola 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	Character description	Poetry (concrete poem)	Instructions	Factfile	Diary entry	Re-tell	Letter		
Genre	·								
Spelling	pelling ay RWI2 ee RWI2 igh RWI2 ow RWI2 oo oo RWI2 ar								
Focus	'y' can act as a vowel,	Double 'ee' gives a long 'e'	letters 'igh' make a long 'i'	'ow' can make a long	RWI 2	'oo' can give a short	RWI 2		
Teaching	making the 'a' say its	sound	sound -often followed by	'o' sound	'oo' most often makes	'u' sound (often	'ar' is often used in the		
	name (long vowel		the letter 't'		a long 'oo' sound	before 'd' and 'k')	middle or at the end of a		
	sound)						word		

Grammar/ punctuation Focus Teaching	Begin to link ideas by subject or pronoun  Use <i>and</i> to join words and clauses	Write key words and new vocabulary  Begin to use question marks  Plural s	Use capital letters for names of people and places	Capital letter for the personal pronoun I  Some accurate use of suffixes (=-d) for past tense endings with no change to	Use and to join words and clauses	Use some simple description to describe a character or setting			
Poetry	The More it Snows A A Mi	Ine (archaic)		the root					
Bookclub/ class read	Traditional tales (archaic te	The More it Snows A.A. Milne (archaic)  Traditional tales (archaic text)							
	The Enchanted Wood (archaic)								
Once upon a story	The Ugly Duckling (archaic)								
texts	,	Little Red Riding Hood (archaic)							
	• ,	The Three Little Pigs (archaic)							
		The Little Wolves and the Big Bad Pig (complexity of narrator)							
	•	e Little Pigs (complexity of narr	•						
	,	The Wolf Story: What Really Happened to Little Red Riding Hood (complexity of narrator)							
Linked curriculum		Science							
texts	Creature features – Natasha Durley								
		Life-sized Animal Tracks – John Townsend							
		Actual size – Steve Jenkins							
	The Big Book of Beasts – Yo								
	A First Book of Animals – N	licola Davies							

			Spring Magic Paintbrush by Julia Don To innovate on patterns from	aldson (Chinese folk s			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing Genre	Recount – diary entry – receiving/ using the brush		Recount – thank you letter to Shen		Character description/ characterisation	Narrative – alternative ending to the story	Poetry
Spelling Focus Teaching	or RWI 2 'or' is often used in the middle or at the end of a word	air RWI 2  'air' always makes the sound 'air'	ir RWI 2 'ir' is often used in the middle of a word	ou RWI 2 the short 'ow' sound is also made using 'ou'	oy RWI 2 'oy' is often used at the end of a word or syllable	ay RWI 2 y' can act as a vowel, making the 'a' say its name (long vowel sound) Days of the week must be spelt with a capital letter.	ore If 'or' is at the end of a word an 'e' is often added.
Grammar/ punctuation Focus Teaching	Suffix -ed	Combine words to make single clause sentence	Use capital letters for names of people and places	Begin to use exclamation marks	Use some simple description to describe a character or setting	Plural s/es	Using suffixes er and est
Poetry	Scissors by Alan Ahlberg (c	omplexity of plot/symbol)	•		•		
Bookclub/ class read	Julia Donaldson The Firework Maker's Dau						

Once upon a story	The Red Tree (resistant)					
texts	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	Once Upon a Dragon's Fire					
texts	Miranda the Explorer					
	The Great Race					
	Willlow Pattern Story					
	Dragon Dance: A Chinese New Year Book					
	Li's Chinese New Year					

			Spring	g <b>2</b>				
			Pumpkin by Chitra Sounda	r (traditional Indian flood stor				
	Week 1	Narrative focus: To wr	ite their own version of a fa	amiliar story and re-count eve	nts in sequence Week 5	Week 6		
Extended Writing Genre	Instructions – taking care of a plant	Recount - letter	Information – newspaper	1100111	Narrative – retell of a section of t Narrative – own flood myth story	he 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 t	y Spike Milligan (resistant text)			1			
Bookclub/ class read	Mr Men books How to Train Your Drago							
Once upon a story texts	Dogger Rumpelstiltskin (archaic) Rapunzel (archaic) The Big Pancake (archaic) The Trouble with Trolls (r Each Peach Pear Plum							

Linked curriculum	Dim Sum for everyone
texts	Fact file of Asian food
	Dear Juno
	Name Jar
	Wabi Sabi
	Asian traditional tales
	How much? Visiting markets around the world

			Summo	er 1			
		The Snail and the Whale	by Julia Donaldson (text and	d illustrations entwined	and mutually supportiv	/e)	
	1	Narrative focus: To write a	story which includes charac	terisation i.e. a good ch	naracter and a bad char	acter	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Extended Writing	Information - factfile	Information - factfile		cription (linked to	Poetry	Narrative – setting d	lescription (choosing a nev
Genre						setting to describe)	
Spelling	aw RWI3	are	ur RWI 3	er	ow RWI3	ai	oa RWI 3
Focus	'aw' is often used at the	RWI 3	'ur' is often used in the	RWI 3	'ow' can make a short	RWI 3	When two vowels go out
Teaching	end of a word/ often	'are' often makes the	middle of a word	'er' is used in the	sound, usually at the	When two vowels go	walking the first one does
	before letter 'l' or 'n'	sound 'air'		middle of some	end of a word or	out walking the first	the talking, so 'oa' makes a
				words or at the end	before 'n' or 'l'.	one does the talking,	long 'o' sound
				but with a slightly		so 'ai' makes a long	
				different sound		'a' sound	
Grammar/	Some accurate use of	Use conjunctions to join	Some accurate use of the	Use some simple	Using exclamation	Use some simple	Use capital letters for
punctuation	suffixes (=-d) for past	instructions	prefix -un e.g. unhappy	description to	marks	description to	names of people, places,
Focus Teaching	tense endings with no			describe a character		describe a character	and days of the week
	change to the root			or setting		or setting	
							Plural s/-es
	Plural s/-es						
Poetry	A Good Play (Robert Louis	Stevenson)					
Bookclub/ class read	Short chapter books						
	The Magic Faraway Tree (a	archaic)					
Once upon a story	The Pied Piper (archaic)						
texts	Puss in Boots (archaic)	h hi ah /					
	Dinosaurs and All That Rul Voices in the Park (non-lin						
	The Frog Prince (archaic)	ieai j					
	Chester (resistant)						
Linked curriculum	Alba the hundred year old	l fish					
texts	Somebody Swallowed Star						
	Saving Tally	•					
	The Brilliant Deep						
	The Fate of Fausto						

## Summer 2

The Secret of Black Rock by Joe Todd Stanton (surreal modern folk tale)

	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 St	tevenson)	•	•			
Bookclub/ class read	Animal NF books The Magic Faraway Tree (a	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 Somebody Swallowed Star Saving Tally The Brilliant Deep The Fate of Fausto	fish					