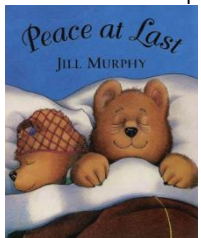
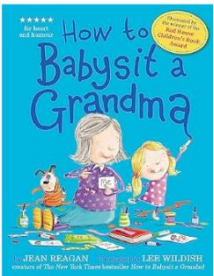

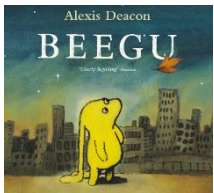
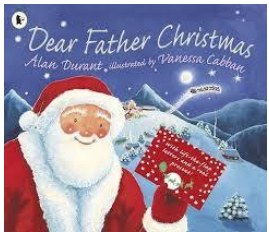


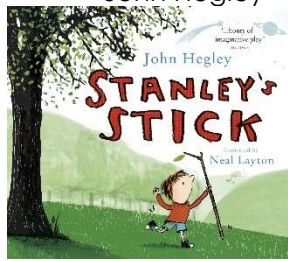

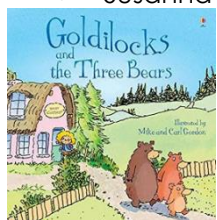
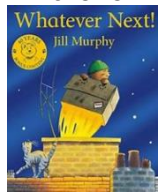
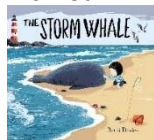




		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	Toys in the past	Bingham Everyday materials	Homes in the past Plants	Directions	Queens of England	Where is Bingham in the UK? Animals including humans
	Reading for Pleasure stories	<b>Rhyming books</b> Oi Dog Polar bear, polar bear, what do you hear? There's a bear on my chair Chocolate moose for greedy goose Don't put your finger in the jelly, nelly!	<b>Julia Donaldson – Author study</b> The Gruffalo's child Zog Snail and the whale The Gruffalo The paper dolls	<b>Heroes and Villains</b> The giggle pigs The Three Little Super Pigs Goldilocks and Just One Bear	<b>Traditional Tales</b> The ugly duckling Princess and the pea The elves and the shoemaker Hansel and Gretel Chicken lickin	<b>Poetry</b> Bananas in my Ears The Lost Words	<b>Animals</b> Where the wild things are The tiger who came to tea Elmer Zerrafa Geraffa Shark in the dark
Key texts/writing stimulus		Peace at last • Jill Murphy  How to babysit a grandma  Shh we have a plan! • Chris Haughton 	Beegu • Alexis Deacon  Dear Father Christmas • Alan Durrant  Mog's Christmas Calamity – Visual Literacy 	Toys in Space • Mini Grey  Stanley's Stick • John Hegley  Stick Man • Julia Donaldson 	Goldilocks and the three bears • Susanna Davidson  Growing a sunflower • Practical	Whatever next – Jill Murphy  The Storm Whale by Benji Davies  Little People, Big Dreams – Elizabeth II 	Field Trip to Whisby Nature Education Centre • Practical  The Bug Collector • Alex Griffiths   Fruit Salad • Practical  The Sound Collector • Roger McGough
Writing outcomes	Fiction Non Fiction Poetry	Narrative with a clear sequence • Peace at last  Instructions	Story mapping • Beegu  Letter Writing	Lost toy poster • Toys in Space  Story retell • Stanley's Stick	Narrative – retell a traditional tale in a zigzag storybook (traditional tale)	Instructions – What to take to the moon Whatever Next!  Short narrative	First person Recount • Year 1 Trip to Whisby Nature Education Centre

# KS1 Y1 English LTP



		<ul style="list-style-type: none"> <li>How to babysit a grandma</li> </ul> <p>List poem</p>	<p>To Santa Claus in the first person</p> <p>Adapted Narrative/Sequel – Creative writing of another occasion. Mog the hero - Mog goes on to save the day.</p> <ul style="list-style-type: none"> <li>Mog's Christmas Calamity.</li> </ul>	<p>Postcard</p> <ul style="list-style-type: none"> <li>Stick Man</li> </ul> <p>Rhyming poem</p> <ul style="list-style-type: none"> <li>Stick Man</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the three bears</li> </ul> <p>Letter of apology (Quick write)</p> <p>- Note for Bears from Goldilocks</p> <p>Non-chronological report (leaflet) – plants</p> <ul style="list-style-type: none"> <li>Sunflower Growing</li> </ul>	<ul style="list-style-type: none"> <li>Storm whale</li> </ul> <p>Fact File Leaflet</p> <ul style="list-style-type: none"> <li>Elizabeth II</li> </ul>	<p>Narrative in the third person</p> <ul style="list-style-type: none"> <li>Bug collector</li> </ul> <p>Instructions writing/recipes</p> <ul style="list-style-type: none"> <li>Fruit Salad</li> </ul> <p>Poetry</p> <p>The Sound Collector</p> <ul style="list-style-type: none"> <li>Roger McGough</li> </ul>								
Stages of Writing	<table border="1"> <tr> <td>1. Engage with a stimulus</td><td>2. Examine real life and model texts of that genre</td><td>3. Learn the features of and language type of the genre</td><td>4. Practice the composite aspects of the text (such as intro, middle, conclusion)</td><td>5. Plan effectively</td><td>6. Complete and extended piece of writing drawing on modelling and real-life examples</td><td>7. Edit the writing based on previous learning and feedback</td><td>8. Publish a final piece</td></tr> </table>							1. Engage with a stimulus	2. Examine real life and model texts of that genre	3. Learn the features of and language type of the genre	4. Practice the composite aspects of the text (such as intro, middle, conclusion)	5. Plan effectively	6. Complete and extended piece of writing drawing on modelling and real-life examples	7. Edit the writing based on previous learning and feedback	8. Publish a final piece
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Ongoing writing objectives throughout year		<p><b>Ongoing objectives across the year:</b></p> <p>Write sentences:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> </ul> <p>Discuss what they have written with others</p> <p>Read aloud their writing</p> <p><i>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. (NC Reading non-statutory)</i></p>													
Composition		<ul style="list-style-type: none"> <li>Continue to orally compose and sequence sentences before writing</li> <li>Begin to sequence sentences to form short written narratives</li> <li>Leave spaces between words</li> <li>Re-read what they have written to check that it makes sense</li> <li>Read aloud their writing to some of their peers</li> <li>Continue to discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Continue to focus on speaking coherently and developing the use of complete sentences when verbally communicating thoughts and ideas</li> <li>Continue to orally compose and sequence sentences before writing</li> <li>Sequence sentences to form short narratives</li> <li>Sequence sentences to share information</li> <li>Create opportunities to discuss and read aloud their writing with peers and teacher</li> <li>Continue to focus on leaving spaces between words</li> <li>Use regular plural noun suffixes –s in writing</li> </ul>	<ul style="list-style-type: none"> <li>Continue to orally compose and sequence sentences before writing</li> <li>Begin to sequence sentences to form short written narratives</li> <li>Leave spaces between words</li> <li>Re-read what they have written to check that it makes sense</li> <li>Read aloud their writing to some of their peers</li> <li>Continue to discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Continue to focus on speaking coherently and developing the use of complete sentences when verbally communicating thoughts and ideas</li> <li>Continue to orally compose and sequence sentences before writing</li> <li>Sequence sentences to form short narratives</li> <li>Sequence sentences to share information</li> <li>Create opportunities to discuss and read aloud their writing with peers and teacher</li> <li>Continue to focus on leaving spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Say what they are going to write about</li> <li>Discuss and select new vocabulary for writing</li> <li>Continue to orally compose and sequence sentences before writing</li> <li>Continue to focus on use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently)</li> <li>Sequence sentences to form short narratives and recount narratives of an imaginary event</li> <li>Continue to embed re-reading what they have written to check that it</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed orally composing and sequence sentences before writing</li> <li>Consolidate coherent sequencing of simple sentences</li> <li>Embed re-reading what they have written to check that it makes sense and is coherently sequenced</li> <li>Provide opportunity to read aloud their writing with their</li> </ul>								

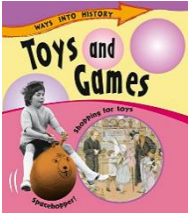
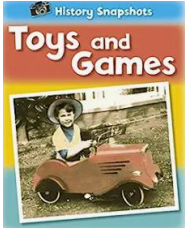
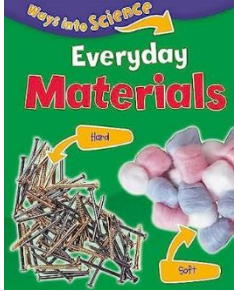
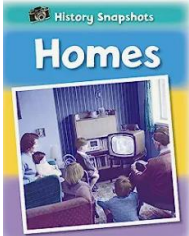
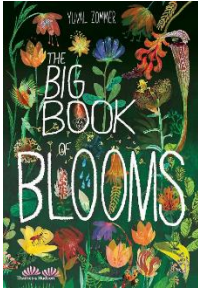
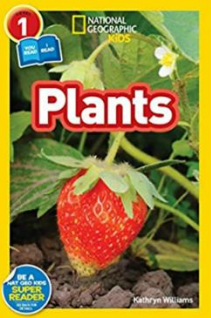

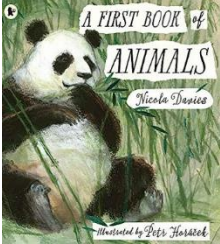
# KS1 Y1 English LTP



			<ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Use regular plural noun suffixes –s in writing</li> <li>Re-reading what they have written to check that it makes sense</li> <li></li> </ul>	<p>makes sense and is coherently sequenced</p> <ul style="list-style-type: none"> <li>Ensure opportunities to read aloud their writing with their peers and the teacher</li> </ul>	peers and teacher
Grammar and punctuation		<ul style="list-style-type: none"> <li>Practise punctuating sentences using capital letters and full stops to demarcate sentences</li> <li>Begin to use 'and' to join words</li> <li>Continue to develop the use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently)</li> <li>Begin to use regular plural noun suffixes –s in writing</li> <li>Recognise suffixes that can be added to verbs when no change is needed (ed, ing, er)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use 'and' to join words</li> <li>Begin to use 'and' to join clauses</li> <li>Introduce questions marks to demarcate question sentences</li> <li>Continue to practise punctuating sentences with both capital letters and full stops to demarcate sentences</li> <li>Consistently use a capital letter for names of people</li> <li>Use a capital letter for the days of the week, and the personal pronoun 'I'</li> <li>Use a capital letter for names of people and the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Practise punctuating sentences using capital letters and full stops to demarcate sentences</li> <li>Begin to use 'and' to join words</li> <li>Continue to develop the use of complete sentences when verbally communicating thoughts and ideas with others (speaking coherently)</li> <li>Begin to use regular plural noun suffixes –s in writing</li> <li>Recognise suffixes that can be added to verbs when no change is needed (ed, ing, er)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use 'and' to join words</li> <li>Begin to use 'and' to join clauses</li> <li>Introduce questions marks to demarcate question sentences</li> <li>Continue to practise punctuating sentences with both capital letters and full stops to demarcate sentences</li> <li>Consistently use a capital letter for names of people</li> <li>Use a capital letter for the days of the week, and the personal pronoun 'I'</li> <li>Use a capital letter for names of people and the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use regular plural noun suffixes –es in writing</li> <li>Continue to demarcate sentences with capital letters, full stops, question marks</li> <li>Further embed use 'and' to join clauses</li> <li>Introduce exclamation marks to demarcate sentences and phrases</li> <li>Use a capital letter for the names of places</li> <li>Develop range of adjectives used in spoken language to describe the characters</li> <li>Continue to leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of varied sentence structure when sequencing to include simple and compound using 'and'</li> <li>Use regular plural noun suffixes s/es in writing</li> <li>Identify and use suffixes that can be added to verbs when no change is needed</li> <li>Continue to recognise and begin to use how the prefix –un changes the meaning of verbs and adjectives</li> <li>Consolidate sentence demarcation learned across Year 1, including consistently using a capital letter for proper nouns, names of people and the personal pronoun 'I'</li> </ul>



KS1 Y1 English LTP

Wider Curriculum		<p>Toys in the Past</p>  <p>Toys and games – History snapshots</p> <ul style="list-style-type: none"><li>Sarah Ridley</li></ul> 	<p>Everyday Materials</p> <p>Everyday materials (ways into science)</p> <ul style="list-style-type: none"><li>Peter riley</li></ul> 	<p>Homes in the Past</p> <p>Homes – History Snapshots</p> <ul style="list-style-type: none"><li>Sarah Ridley</li></ul>  <p>Plants</p> <p>The Big book of blooms</p> 	<p>Plants</p> <p>Plants – National geographic kids</p> 	<p>Queens of England</p> <p>Queen Victoria</p> 	<p>Animals Including Humans</p> <p>First book of animals</p> <ul style="list-style-type: none"><li>Nicola Davis</li></ul> 
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