

**Eltham C of E Primary School**  
**Year 1 English Long Term Planning**

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Writing							
<b>Whole text</b>	<b>Farmer Duck</b>	<b>Jolly Postman</b>  <b>New: The Princess and the Pea by Rachel Isadora</b>	<b>Katie in London/ Katie in Scotland</b>		<b>NEW: Astro Girl by Ken Wilson-Max</b>  <b>Bob Man on the Moon</b>	<b>Snail and the Whale (Adventure)</b>  <b>The Owl and the Pussy Cat (Poem)</b>  <b>NEW: The Proudest Blue (Muslim) by Ibtihaj Muhammad and S.K. Ali</b>	
<b>Writing outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> retell story of Farmer Duck</li> <li>• <b>Narrative:</b> character description</li> <li>• <b>Literary Recount:</b> diary entry as character Farmer Duck</li> <li>• <b>Procedural:</b> Job Description for a farmer</li> <li>• <b>Personal Recount:</b> visit to Mudchute Farm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> setting description-castle</li> <li>• <b>Imaginative Recount:</b> letter of apology from Goldilocks</li> <li>• <b>Narrative:</b> alternative version of Three Little pigs.</li> <li>• <b>Imaginative Recount:</b> diary as a servant to Queen Elizabeth 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literary Recount:</b> diary entry as Katie in London</li> <li>• <b>Non-Chronological report:</b> London</li> <li>• <b>Narrative:</b> setting description of London during the fire</li> <li>• <b>Poetry:</b> descriptive poetry of the fire-focus on rhyming couplets</li> <li>• <b>Imaginative Recount:</b> eyewitness account of Great Fire</li> <li>• <b>Factual Recount:</b> biography of Samuel Pepys</li> <li>• <b>Narrative:</b> Nessie adventure story</li> <li>• <b>Procedural:</b> Letter to invite the lion to Scotland</li> <li>• <b>Poetry-Shape poems:</b> Loch Ness Monster</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Procedural (instructions) :</b> how to look after the moon</li> <li>• <b>Literary Recount:</b> postcard as a space Tourist</li> <li>• <b>Information :</b>Neil Armstrong fact file</li> </ul> <p>NEW:</p> <ul style="list-style-type: none"> <li>• <b>Literacy Recount:</b> Writing in role</li> <li>• <b>Commands</b></li> <li>• <b>Explanations:</b> 'How to' guides</li> <li>• <b>Non Chronological report:</b> Fact file about being an Astronaut</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Non chronological report:</b> whales</li> <li>• <b>Narrative:</b> descriptive Postcard</li> <li>• <b>Newspaper Recount:</b> Newspaper report</li> <li>• <b>Persuasion:</b> poster 'save the oceans'</li> </ul>	
<b>Composition</b>	Plan writing sentences by: - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives	Plan writing sentences by: - Saying out loud what they are going to write about - Composing a sentence orally before writing it	Plan writing sentences by: - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense		Plan writing sentences by: - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives		Plan writing sentences by: - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives

	<ul style="list-style-type: none"> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives</li> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss what they have written with the teacher or other pupils</li> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Separate <b>words</b> with <b>spaces</b>.</p> <p>Recognise the use of <b>capital letters</b> and <b>full stops</b> to demarcate sentences.</p> <p>Begin to punctuate sentences using <b>capital letters</b> and <b>full stops</b>.</p> <p>Name the letters of the alphabet in order.</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Use capital letters for people, places, days of the week and for the personal pronoun 'I.</p>	<p>Use joining words and joining clauses using '<b>and</b>'</p> <p>Recognise words combine to make <b>sentences</b>.</p> <p>Recognise the use of <b>exclamation marks</b> to demarcate sentences.</p> <p>Begin to punctuate sentences using an <b>exclamation mark</b>.</p> <p>Use capital letters for people, places, days of the week and for the personal pronoun 'I.'</p>	<p>Recognise the use of <b>question marks</b> to demarcate sentences.</p> <p>Begin to punctuate sentences using a <b>question mark</b>.</p> <p>Use regular <b>plural noun suffixes –s or –es</b> (e.g dog, dogs, wish, wishes) including the effects of these suffixes on the meaning of a noun.</p> <p>Use the <b>prefix –un</b> to change the meaning of verbs and adjectives (e.g. unkind, untie.)</p>	<p>Apply the spelling rules for adding the endings <b>–ing, –ed and –er</b> to verbs where no change is needed to the <b>root word</b>.</p> <p>Sequence sentences to form short narratives</p>	<p>Sequence sentences to form short narratives.</p> <p>Use capital letters for people, places, days of the week and for the personal pronoun 'I.'</p>

<b>Evaluate and Edit</b>	<p>.To make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly and KS1 spellings and HFW]</li> <li>- Reading aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<b>Presentation/ Handwriting</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.          Begin to form lower-case letters in the correct direction, starting and finishing in the right place.          Form capital letters.          Form digits 0-9.          Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
<b>Spelling</b>	<p>Spell:          Words containing each of the 40+ phonemes already taught          Common exception words          The days of the week          Name the letters of the alphabet:          Naming the letters of the alphabet in order          Using letter names to distinguish between alternative spellings of the same sound          Add prefixes and suffixes:          Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs          Using the prefix un–          Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]          Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>          Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>

Reading						
<b>Carousel Guided Reading</b>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p>					
	Carousel	Carousel	Carousel	Carousel	Carousel	Carousel
<b>National Curriculum statements.</b>	<p><b>Decoding (word reading)</b>          Apply phonic knowledge and skills as the route to decode words          Respond speedily with the correct sound to graphemes (letters or groups of letters) 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 correspondences 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'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)          Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words          Re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Attitudes to reading</b>          Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently          Being encouraged to link what they read or hear read to their own experiences          Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics          Recognising and joining in with predictable phrases          Learning to appreciate rhymes and poems, and to recite some by heart          Discussing word meanings, linking new meanings to those already known <b>(E)</b></p> <p><b>Understanding reading</b>          Drawing on what they already know or on background information and vocabulary provided by the teacher <b>(R)</b>          Checking that the text makes sense to them as they read and correcting inaccurate reading <b>(D)</b>          Discussing the significance of the title and events <b>(R)</b>          Making inferences on the basis of what is being said and done <b>(I)</b>          Predicting what might happen on the basis of what has been read so far <b>(I)</b>          Participate in discussion about what is read to them, taking turns and listening to what others say          Explain clearly their understanding of what is read to them. <b>(E)</b></p>					
<b>Spoken Language/ Inc. Word aware techniques</b>	<p>Select and use appropriate register for effective communication.          Use spoken language to imagine and explore ideas.          Use spoken language to develop spoken language through speculation and exploring ideas.</p>					