

YEAR 1 ENGLISH LONG TERM PLAN

TERM 1A FIRST HALF	TERM 1B SECOND HALF	TERM 2A FIRST HALF	TERM 2B SECOND HALF	TERM 3A FIRST HALF	TERM 3B SECOND HALF
<p>Narrative Retell a simple story with predictable phrases e.g. repetition of key phrases - "Oh no it's the Gruffalo", "A Gruffalo? What's a Gruffalo?" Focus on creation of sentence. <u>Transform for GDS</u> Add additional detail joining sentences using 'and'.</p> <p>(OLE, LC, PFA1)</p>	<p>Narrative Tell a basic 3 part story about a central character e.g. Katie Morag. <u>Transform for GDS</u> Add additional character description.</p>	<p>Narrative Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. Include strong characterisation e.g. good or bad character. <u>Transform for GDS</u> Focus on description of characters and setting.</p> <p>(OLE, LC, PFA1)</p>	<p>Narrative Retell a familiar story in 3 parts. Include accurate sentence punctuation. <u>Transform for GDS</u> Write own version of the story recounting the information in sequence - then, next, after etc.</p> <p>(OLE, LC, PFA1)</p>	<p>Narrative Write a complete story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation. <u>Transform for GDS</u> Include some of the patterns and language of familiar stories. Focus on descriptive language for the setting.</p>	<p>Narrative Write a diary entry in the first person. Include accurate sentence punctuation. <u>Transform for GDS</u> Focus on comparative and superlative adjectives and use of scientific language.</p> <p>(OLE, LC, PFA1)</p>
<p>Recount Write sentences to match pictures, or sequences of pictures, illustrating an event. <u>Transform for GDS</u> Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.</p>	<p>Instructions Write simple instructions about something they know well including imperative verbs, precise language and commands. <u>Transform for GDS</u> Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points</p>	<p>Recount Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. <u>Transform for GDS</u> Expand by using simple descriptive language to add detail.</p>	<p>Report Describe something or someone with consistent use of tense (past or present depending on the report). <u>Transform for GDS</u> Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p>	<p>Instructions Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. <u>Transform for GDS</u> Expand by including more instructional features e.g. a list of equipment, numbered lists. Sentence structure to include commas in a list.</p>	<p>Report Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. <u>Transform for GDS</u> Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p>

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TERM 1A FIRST HALF	TERM 1B SECOND HALF	TERM 2A FIRST HALF	TERM 2B SECOND HALF	TERM 3A FIRST HALF	TERM 3B SECOND HALF
GPS Hold a pencil correctly. Capital letters including names, places, days of the week. Capital letter for personal pronoun I. Full stops to end sentences. Finger spaces between words. Form digits 0-9 correctly.	GPS <i>Consistently apply objectives from first half of Term1</i> Also; Form and position all lower case letters correctly starting and finishing in the right place. Use the conjunction 'and'. Use 's' and 'es' to form plurals. Use adjectives to describe.	GPS <i>Consistently apply objectives from Term1</i> Form capital letters correctly. Use question marks. Use exclamation marks. Use adjectives to describe. Add suffixes including ing, ed, er and est to root words.	GPS <i>Consistently apply objectives from Term1 and first half of term 2.</i> Use the prefix 'un'. Spell simple compound words. Use compound sentences. Use joining words to link ideas and sentences.	GPS <i>Consistently apply objectives from Term1 and 2</i> Spell words containing previously taught phonemes and GPCs accurately.	GPS <i>Consistently apply objectives from Term1 and 2 and first half of term 3.</i> Spell all Y1 common exception words and days of the week. Re read writing and make changes independently.
YEAR 1 TEXTS	Classic Tales Little Red Hen, Goldilocks, The Magic Porridge Pot, Snow White, Three Little Pigs, Three Billy Goats Gruff, Rapunzel				
	Well-loved Stories Whatever Next, Owl Babies, Hairy Maclary, Not Now Bernard, Gruffalo				
	Contemporary Picture Books A Squash and a Squeeze, Small knight and George and the Royal Chocolate Cake, You Can't Eat a Princess, Lily's Garden of India				
	Non-fiction Range of high quality non-fiction including online and books				