



English Long Term Planning Map -Class 1

Families	Families	Materials	Significant People	Plants	The Country we live in
<p>Key Driver: Various Superhero Texts Transition Unit - child led.</p>	<p>Key Driver: Traditional Tales - Goldilocks Billy Goats Gruff</p>	<p>Key Driver: The Story Machine The Train Ride</p>	<p>Key Driver: La Luna Pinocchio</p>	<p>Key Driver The day the crayons quit The day the crayons came home</p>	<p>Key Driver: Blue Umbrella</p>
<p>Genres: Fiction</p>	<p>Genres: Newspaper Report Fiction (familiar settings)</p>	<p>Genres: Fiction Poetry</p>	<p>Genres: Instructions</p>	<p>Genres: Letters Postcards</p>	<p>Genres: Fiction – story writing Poetry pattern and rhyme</p>
<p><u>Yr 1 Objectives</u></p> <p><u>Reading</u> Word - GPC's/decoding Common Exception words Days of the week – Date Comprehension – Listening and discussing stories</p> <p><u>Writing</u> Composition – Begin looking at the stages of writing a sentence Transcription – Form lower-case letters in the correct direction, starting and finishing in the right place. Sitting letters on</p>	<p><u>Yr 1 Objectives</u></p> <p><u>Reading</u> Word -_Alternative sounds Common Exception words Compound Words Comprehension – To re- tell familiar stories (traditional)</p> <p><u>Writing</u> Composition – Stages of writing a sentence Saying, composing, sequencing, re-reading Transcription – Spelling patterns (NC</p>	<p><u>Yr 1 Objectives</u></p> <p><u>Reading</u> Word – Alternative sounds Common Exception words Polysyllabic words Comprehension – To recite a poem by heart</p> <p><u>Writing</u> Composition – Stages of writing a sentence Saying, composing, sequencing, re-reading Transcription – Spelling patterns (NC Appendix 1) Naming letters of the</p>	<p><u>Yr 1 Objectives</u></p> <p><u>Reading</u> Word - GPC's/decoding Common Exception words Contractions Prefix - un Comprehension – Prediction</p> <p><u>Writing</u> Composition – Stages of writing a sentence Saying, composing, sequencing, re-reading Transcription – Spelling patterns (NC Appendix 1) Write from memory</p>	<p><u>Yr 1 Objectives</u></p> <p><u>Reading</u> Word - GPC's/decoding Common Exception words Suffixes - s, es, Comprehension – To re- tell familiar stories Repetitive language</p> <p><u>Writing</u> Composition – Stages of writing a sentence Saying, composing, sequencing, re-reading Transcription – spelling patterns (NC Appendix 1) Vocab, Grammar and Punctuation - Joining</p>	<p><u>Yr 1 Objectives</u></p> <p><u>Reading</u> Word – GPC's/decoding Common Exception words Suffixes- ing, ed, er, est Comprehension – Discussing the significance of the title and events</p> <p><u>Writing</u> Composition – Stages of writing a sentence Saying, composing, sequencing, re-reading Transcription – spelling patterns (NC Appendix 1) Vocab, Grammar and</p>



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<p>the line Vocab, Grammar and Punctuation - Leaving spaces between words Capital letters for people, places, days of the week and personal pronoun I</p>	<p>Appendix 1) Form Capital letters and handwriting families Vocab, Grammar and Punctuation - Joining words and sentences with 'and' Capital letters, finger spaces, full stops. Story language – once upon a time... (NC Appendix 2)</p>	<p>alphabet in order Vocab, Grammar and Punctuation - Joining words and sentences with 'and' Capital letters, finger spaces, full stops. Question Marks (NC Appendix 2)</p>	<p>simple sentences using words learnt so far Vocab, Grammar and Punctuation - Joining words and sentences with 'and' Capital letters, finger spaces, full stops. Question Marks (NC Appendix 2)</p>	<p>words and sentences with 'and' Capital letters, finger spaces, full stops. Exclamation Marks (NC Appendix 2)</p>	<p>Punctuation - Joining words and sentences with 'and' Capital letters, finger spaces, full stops. Exclamation Marks (NC Appendix 2)</p>
<p><u>Reading:</u> Phonetic Based books</p>	<p><u>Reading:</u> Traditional Tales</p>	<p><u>Reading:</u> Material property books</p>	<p><u>Reading:</u> Plants and Growth books</p>	<p><u>Reading:</u> Poetry</p>	<p><u>Reading:</u> Fairy Tales</p>