



# English Curriculum

## Long Term Plan 2023-2024

### Year 1

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History/Geography Question</b>	Why can't a monkey live in the North Pole? (Geography)	Are Grandpa's toys more fun to play with than mine? (History)	Where do the leaves go in winter? (Geography)	What were the people like who lived in the past? (History)	Where do the wheels on the bus go? (Geography)	Where do the wheels on the bus go? (History)
<b>Text/Book/Poem</b>	Lost and Found	Own text - instructions	The Leaf Thief	Nursery Rhymes  The Frog Prince	Naughty Bus  Trip Recount	3 Billy Goats Gruff
<b>Genres</b>	Narrative Instructions (DT)	Instructions Recount	Narrative Fact File	Nursery Rhymes Traditional Tale	Narrative Recount	Traditional Tale Instructions
<b>Class Readers</b>	Monkey Puzzle Monkey with a bright blue bottom	Dogger Knuffle Bunny	Can't you sleep little bear  One snowy night Elmer in the snow Winnie and Wilbur in winter	Cave Baby Winnie and Wilbur and the naughty knight Tyrannosaurus Drip	Train stop Mrs Armitage on wheels	Whatever next! Farmer duck in a truck How to catch a star
<b>Reading Skills</b>	I can say what I like or dislike about a text.  I can learn some poems and rhymes by heart.  I can make predictions based on the events in the text,	I can link what I have read or heard read to my own experiences.  I can make predictions based on the events in the text,	I can say what I like or dislike about a text.  I can understand and talk about the main characteristics within a known key story.  I can explain what I understand about a text.  I can make predictions based on the events in the text,	I can link what I have read or heard read to my own experiences.  I can begin to draw inferences from the text and / or illustrations.  I can make predictions based on the events in the text,	I can read words with contractions and understand that the apostrophe represents the omitted letter.  I can retell key stories orally using narrative language.  I can make predictions based on the events in the text,	I can begin to draw inferences from the text and / or illustrations.  I can make predictions based on the events in the text,



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<b>Writing Composition</b>	<p>I can compose a sentence orally before writing it.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can compose a sentence orally before writing it.</p> <p>I can re-read what I have written to check it makes sense.</p> <p>I can sequence sentences in chronological order to recount an event or experience.</p>	<p>I can compose a sentence orally before writing it</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can compose a sentence orally before writing it.</p> <p>I can re-read what I have written to check it makes sense.</p> <p>I can read my work aloud clearly enough to be heard by my peers and the teacher.</p> <p>I can add the ending -er, -ing to verbs where no change is needed to the root words.</p>	<p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences in chronological order to recount an event or experience.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can compose a sentence orally before writing it</p> <p>I can re-read what I have written to check it makes sense.</p> <p>I can add the ending -ed to verbs where no change is needed to the root words.</p>
<b>Sentence Structure</b>	I can combine words to make a sentence.	I can combine words to make a sentence. I can join two sentences using 'and'.	I can combine words to make a sentence. I can join two sentences using 'and'.	I can combine words to make a sentence. I can join two sentences using 'and'.	I can combine words to make a sentence. I can join two sentences using 'and'.	I can combine words to make a sentence. I can join two sentences using 'and'.
<b>Text Structure</b>	I can sequence sentences to form a narrative.		I can sequence sentences to form a narrative.	I can sequence sentences to form a narrative.	I can sequence sentences to form a narrative.	I can sequence sentences to form a narrative.
<b>Punctuation</b>	<p>I can separate words using finger spaces.</p> <p>I can use a full stop to end a sentence.</p>	<p>I can separate words using finger spaces.</p> <p>I can use a capital letter to start a sentence.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use 'I'</p>	<p>I can separate words using finger spaces.</p> <p>I can use a capital letter to start a sentence.</p> <p>I can use capital letters for names.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use an exclamation mark.</p>	<p>I can separate words using finger spaces.</p> <p>I can use a capital letter to start a sentence and for names.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a question mark.</p>	<p>I can use a question mark.</p> <p>I can use an exclamation mark.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a capital letter to start a sentence and for names of people, places and days of the week.</p>	<p>I can use capital letters for names.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a capital letter to start a sentence and for names of people, places and days of the week.</p>



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<p>Spelling *Taught throughout the year*</p>	<ul style="list-style-type: none"> <li>- Spell:               <ul style="list-style-type: none"> <li>- Words containing each of the 40+ phonemes already taught</li> <li>- Common exception words</li> <li>- The days of the week</li> </ul> </li> <li>- Name the letters of the alphabet:               <ul style="list-style-type: none"> <li>- Name the letters of the alphabet in order</li> <li>- Using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>- Add prefixes and suffixes:               <ul style="list-style-type: none"> <li>- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- Using the prefix un-</li> <li>- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> </ul> </li> <li>- Apply simple spelling rules and guidance from Appendix 1</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
<p>Handwriting *Taught additionally but expected to be applied during lessons*</p>	<ul style="list-style-type: none"> <li>- Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- Form capital letters</li> <li>- Form digits 0-9</li> <li>- Understand which letters belong to which handwriting 'families' and to practise these</li> </ul>