



St Edmund's and St Thomas' Catholic Primary School Y1 English Long Term Curriculum Plan



YEAR 1	Autumn 1 We Are Family The Tiger Who Came to Tea – Judith Kerr Dogger – Shirley Hughes Out and About book of poems - Shirley Hughes	Autumn 2 Journeys Walking Through the Jungle – Julie Lacome Mr Gumpy's Outing – John Burningham	Spring 1 Objects/People Who Changed the World Old Hat – Emily Gravatt Tusk Tusk – David McKee Out and About book of poems - Shirley Hughes	Spring 2 Planet Earth What the Ladybird Heard – Julia Donaldson Poems to Perform – Julia Donaldson Mad About Minibeasts non-fiction	Summer 1 Can You help Me? The Squirrels Who Squabbled – Rachel Bright The Elves and the Shoemaker	Summer 2 Wildlife Connections Where the Wild Things Are – Maurice Sendak Dear Earth – Isabel Otter Poem: The Thing About Bees – Shabazz cycle A/ Big Cats of Sierra Leone cycle B
Literary Form	Classic picture books, familiar settings, linear narrative, rhyme, poetry	Picture books, patterned, rhyming, predictive text, list text	Picture books, patterned text, repetition, fable, poetry, rhyme	Picture books, patterned, rhyming, predictive text, humour, poetry, rhyme, non-fiction text	Picture books, humour, rhyming text, archaic text	Classic picture book, poetry,
Link to Main NC Area of Learning	RE – Families D&T – Hosting a tea party	Geography - Maps	Science – Materials D&T – Making hats	Science – Plants Living Things and their habitats Geography - Maps	Science - Pinewoods Formby class visit	Science – Plants Living Things and their habitats RE – Our world
PSHE	Family, friendship, kindness, sharing, loss, gratitude	Teamwork	Human rights, diversity, respect, equality	Courage	Friendship, learning to share, hard work, kindness, loyalty	Caring for the environment, animal conservation
Phonics and Reading: Word reading	Phonics and reading lessons following RWI scheme. Home reading linked to the RWI scheme. Re-read books to build up fluency and confidence in word reading.					
Reading: Comprehension	Revision of CEW, apply phonological knowledge to decode words. Re-read texts for pleasure. Make prediction. Build a wider vocabulary using words in text, link new meanings to those already known. Discuss the title and how it relates to the events in the whole story. Use illustrations to develop a deeper understanding of the story. Relate texts to own experiences. Identify main characters in stories. Answer simple questions where they recall information from a text. Make basic inferences about what is being said and done. Identify and discuss the main events in stories.	Revision of CEW, apply phonological knowledge to decode words. Re-read texts for pleasure. Make predictions using language patterns. Build a wider vocabulary using words in text, link new meanings to those already known. Discuss the title and how it relates to the events in the whole story. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Performance reading. Identify and discuss the main characters in stories. Identify and discuss the main events in stories.	Revision of CEW, apply phonological knowledge to decode words. Re-read texts for pleasure. Make predictions using language patterns. Build a wider vocabulary using words in text, link new meanings to those already known. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Identify and discuss the main events in stories. Make inferences based on what is being said and done.	Revision of CEW, apply phonological knowledge to decode words. Re-read texts for pleasure. Make predictions based on what has been read so far . Build a wider vocabulary using words in text. Discuss and clarify the meanings of words, link new meanings to known vocabulary. Use patterns and repetition to support oral retelling. Identify and discuss the main events in stories. Give opinions about texts and support with reasons. Answer simple questions where they recall information from a text. Performance reading: Learn, recite and perform poems by heart. Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> Recall specific information in non-fiction texts	Revision of CEW, apply phonological knowledge to decode words. Re-read texts for pleasure. Activate prior knowledge. Make predictions based on what has been read so far. Build a wider vocabulary using words in text. Discuss and clarify the meanings of words, link new meanings to known vocabulary. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make basic inferences about what is being said and done. Answer simple questions where they recall information from a text. Give opinions and support with reasons.	Revision of CEW, apply phonological knowledge to decode words. Re-read texts for pleasure. Activate prior knowledge. Make predictions based on what has been read so far. Build a wider vocabulary using words in text. Discuss and clarify the meanings of words, link new meanings to known vocabulary. Give opinions about texts and support with reasons. Make inferences based on what is being said and done. Ask and answer questions. Recall specific information texts. Enjoy and recite rhymes and poems by heart.
Vocabulary, Grammar, Punctuation (and Spelling)	Grammatical Terminology: <i>Letter, capital letter, word, sentence, adjective, noun, punctuation, full stop, question mark</i> Develop an understanding of sentences. Leave spaces between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and the personal pronoun 'I'. Use adjectives to modify nouns, learn the letters of the alphabet	Grammatical Terminology: <i>Letter, capital letter, word, sentence, adjective, noun, verb, punctuation, full stop, question mark</i> Develop an understanding of sentences. Use capital letters for own name. Join words/clauses to form simple sentences using 'and' 'but'. Use full stops and question marks to demarcate sentence. Use capital letters for names, days of the week and the personal pronoun 'I'.	Grammatical Terminology: <i>Letter, capital letter, word, sentence, adjective, noun, verb, conjunction, punctuation, full stop, question mark, exclamation marks</i> Develop an understanding of sentences. Use capital letters for own name. Join words/clauses to form simple sentences using 'and' 'but'. Use full stops, question marks and exclamation marks to demarcate sentences, use capital letters for names and the personal pronoun 'I'.	Grammatical Terminology: <i>Letter, capital letter, word, sentence, adjective, noun, verb, conjunction, punctuation, full stop, question mark, exclamation marks</i> Use capital letters. Join words/clauses to form simple sentences using 'and' 'but'. Use full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names, places, days of the week, months of the year and the personal pronoun I.	Grammatical Terminology: <i>Letter, capital letter, word, sentence, adjective, noun, verb, conjunction, punctuation, full stop, question mark, exclamation marks, singular, plural, root word, prefix, suffix,</i> Join words and clauses using 'and' 'but'. Add regular plural suffixes 's' and 'es'. Add prefix 'un' look at how this changes the meaning of adjectives and adverbs. Add suffixes ing, ed, er which do not change the spelling of the root word,	Grammatical Terminology: <i>Letter, capital letter, word, sentence, adjective, noun, verb, conjunction, punctuation, full stop, question mark, exclamation marks, singular, plural, root word, prefix, suffix,</i> Combine words to make sentences. Join words and clauses using 'and' 'but', 'because', Add suffixes ing, ed, er which do not change the spelling of the root word,

	Text grammar focus: Using adjectives, asking questions, prepositional language,	Use adjectives to modify nouns, question words, Text grammar focus: Verbs, question and statement sentences.	Use adjectives to modify nouns, question words, Text grammar focus: Statement, question and exclamation sentences. Imperative verbs – instructions.	Text grammar focus: Statement, question and exclamation sentences. Prepositions.	Text grammar focus: Statement, question and exclamation sentences. Adverbs.	Compound words Text grammar focus: Adjectives.
Writing: Transcription	Handwriting – follow Letter Join scheme Daily dictation, Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Spelling – follow RWI Phonics programme, once completed move onto RWI Spelling programme. Learn to spell National Curriculum CEW					
Writing: Composition	Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including questions Write sentences separating words with spaces. Join ideas using ‘and’ Sequence events in the story.	Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including questions Write sentences separating words with spaces. Join ideas using ‘and’. Sequence events in the story. Sequence sentences to write simple recounts. Use formulaic phrases to open and close texts. Re-read sentences to check they make sense	Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including exclamations. Write sentences separating words with spaces. Join ideas using ‘and’ ‘but’. Sequence events in the story. Sequence sentences to write simple recounts. Use formulaic phrases to open and close texts. Sequence and write sentences in the present tense to write a set of simple instructions. Re-read sentences to check they make sense	Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including questions and exclamations. Write sentences separating words with spaces. Join ideas using ‘and’ ‘but’ Sequence events in the story. Sequence sentences to write simple recount and report. Use formulaic phrases to open and close texts. Draw and label a map. Re-read sentences to check they make sense. Proof-read sentences to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	Orally compose sentences, including questions and exclamations. Write sentences separating words with spaces. Join ideas using ‘and’ ‘but’ Sequence events in the story. Sequence sentences to write simple recount and report. Use formulaic phrases to open and close texts. Draw and label a map. Re-read sentences to check they make sense. Proof-read sentences to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	Orally compose sentences, Write sentences separating words with spaces. Join ideas using ‘and’ ‘but’ ‘because’ Sequence sentences to write simple letters and report. Use present and past tenses correctly and consistently. Re-read sentences to check they make sense. Proof-read sentences to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).
Extended Writing Outcome	Invitation, shopping list, descriptive writing - lost toy poster Recount a section from a familiar story	Speech/thought bubbles Character description using adjectives. Recount a simple story based on the structure of the text	Character description using adjectives. Recount a simple story based on the structure of the text. Write instructions to make a hat.	Character description using adjectives. Fact file about minibeasts	Personal recount of visit Information report about woodland animals Own version of story based on original text.	Character description Fact file about bees Letters
Amazing Author’s Study	Julia Donaldson	Poetry – Michael Rosen	Biographies (Sports, Art and Scientist). Little People, Big Dreams	Rob Biddulph	Poetry	Eric Carle