



## St Edmund's and St Thomas' Catholic Primary School Y1/2 English Long Term Curriculum Plan



| YEAR 1/2                                 | Autumn 1 We Are Family<br>Once There Were Giants – Martin Waddell<br>Six Dinner Sid – Inga Moore<br>A First Poetry Book – Pie Corbett  | Autumn 2 Journeys<br>The Lion Inside- Rachel Bright<br><i>Collection of fables</i>  | Spring 1 Objects/People<br><b>Who Changed the World</b><br>Amazing Grace – Mary Hoffman<br>Granny Came Here on the Empire<br>Windrush – Patrice Lawrence   | Spring 2 Planet Earth<br>Owl Babies – Martin Waddell<br>Again – Emily Gravett<br>Poems to perform Julia Donaldson   | Summer 1 Can You help Me?<br>Traction Man – Mini Grey<br>Rumpelstiltskin  | Summer 2 Wildlife Connections<br>The Flower- John Light<br>The Secret Sky Garden – Linda Sarah<br>Nature Trail – Benjamin Zephaniah<br>Information texts about pollinators/plants cycle A/ Big Cats of Sierra Leone cycle B   |
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| <b>Literary Form</b>                     | Picture book, familiar setting, patterned language   | Picture book, humour, rhyme, fable  | Picture book, familiar setting.  | Poetry rhythm and rhyme   | Picture book, superhero/adventure, humour. archaic text   | Picture book, dystopian world   |
| <b>Link to Main NC Area of Learning</b>  | RE & History – Families  | Geography - Maps  | PSED   | Science – Plants Living Things and their habitats   |   | Science – Plants Living Things and their habitats<br>RE – Our world   |
| <b>PSHE</b>                              | Families, honesty,   | Friendship, teamwork,   | Self-belief, perseverance, challenging stereotypes, diversity, people who inspire us   | Family bonds/love, managing emotions  | Kindness, courage, honesty  | Caring for the environment,   |
| <b>Phonics and Reading: Word reading</b> | Phonics and reading lessons following RWI scheme. Home reading linked to the RWI scheme. On completion of the Phonics programme pupils move onto the RWI reading comprehension programme. (Re-read books to build up fluency and confidence in word reading. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text)  |   |  |   |   |   |
| <b>Reading: Comprehension</b>            | Revision of CEW, apply phonological knowledge to decode words. Re-read texts for pleasure. Make predictions. 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. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how | Revision of CEW, apply phonological knowledge to decode words. Read words of two or more syllables. Re-read texts for pleasure. Make predictions. Activate prior knowledge. 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. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how | Revision of CEW, apply phonological knowledge to decode words. Read accurately words of two or more syllables. Re-read texts for pleasure. Make predictions. Build a wider vocabulary using words in text, link new meanings to those already known. Identify and discuss the main events in stories. Make inferences based on what is being said and done. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how | Revision of CEW, apply phonological knowledge to decode words. Read accurately words of two or more syllables. Re-read texts for pleasure. Make predictions based on what has been read so far. Activate prior knowledge. 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. Ask questions to explore what characters say and do. Answer simple questions where they recall information from a text. Performance reading: Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. | Revision of CEW, apply phonological knowledge to decode words. Read accurately words of two or more syllables. Re-read texts for pleasure. Activate prior knowledge. Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. Build a wider vocabulary using words in text. Discuss and clarify the meanings of words, link new meanings to known vocabulary. Develop and demonstrate an 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. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Answer simple questions where they recall information from a text. Give opinions and support with reasons. Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. | Revision of CEW, apply phonological knowledge to decode words. Read accurately words of two or more syllables. Activate prior knowledge and raise questions. 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. Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Recall specific information texts. Enjoy and recite rhymes and poems by heart. Use contents and index pages to find specific information. Read definitions using a glossary. Read subheadings and sections of information and give a summary of information to a listener. |

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| <p><b>Vocabulary, Grammar, Punctuation (and Spelling)</b></p> | <p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, adjective, noun, punctuation, full stop, question mark<br/>Y2 exclamation mark, commas in a list, noun phrase, exclamation sentences</p> <p>Develop an understanding of sentences. Leave spaces between words. Use capital letters and full stops to demarcate sentences. (Y2 question and exclamation marks) Use capital letters for names (Y2 places) and the personal pronoun 'I'. Learn the letters of the alphabet.</p> <p>Y2 Separate items in a list using commas.</p> <p>Text grammar focus:<br/>Using adjectives, making exclamations, adverbs of time</p>  | <p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, (Y2 command, question) adjective, noun, noun phrase, proper noun, verb, punctuation, full stop, question mark, exclamation mark,<br/>Develop an understanding of sentences. Leave spaces between words. Join words/clauses to form simple sentences using 'and' 'but'. (Y2 use or, but, and / if, that, when, because) Use capital letters, full stops, exclamation and question marks to demarcate sentences. (Y2 form commands and question sentences). Use capital letters for names, days of the week and the personal pronoun 'I'. Use adjectives to modify nouns.</p> <p>Y2 Spells most words with simple suffixes and prefixes correctly. (e.g. singular and plural 's' and 'es', verb endings 'ed', 'ing')</p> | <p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence (Y2 statement, exclamation), adjective, noun, noun phrase, verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, Y2 - apostrophe, plural, commas in list<br/>Develop an understanding of sentences. Join words/clauses to form simple sentences using 'and' 'but'. (Y2 use or, but, and / if, that, when, because) Use capital letters, full stops and question marks to demarcate sentences. (Y2 form commands and question sentences). Use capital letters for names, days of the week and the personal pronoun 'I'. Use adjectives to modify nouns.</p> <p>Y2 explore different types of verb, recognise adverbs. Add 'ly' to words, Recognise and use simple contractions, use apostrophes to indicate possession<br/>Text grammar focus:<br/>Statement, question and exclamation sentences.</p> | <p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, question, command, adjective, noun, noun phrase verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, Y2 – apostrophe, past tense, present, commas in list, tense,<br/>Join words/clauses to form simple sentences using 'and' 'but' (Y2 use or, but, and / if, that, when, because). 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.<br/>Y2 Use the past and present tenses correctly and consistently, including in the progressive form. Form nouns by adding the suffixes ness, er,; form adjectives by adding the suffixes ful and less; compound words</p> | <p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, adjective, noun, noun phrase verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, singular, plural, root word, prefix, suffix, Y2 apostrophe, statement, command, question, exclamation, commas in lists<br/>Join words/clauses to form simple sentences using 'and' 'but' (Y2 use or, but, and / if, that, when, because). 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.<br/>Y2 Use the past and present tenses correctly and consistently, including in the progressive form. Explore regular plural suffixes 's' and 'es'. adding prefix 'un' how this changes the meaning of adjectives and adverbs, adding suffixes ing, ed, er which do not change the spelling of the root word,<br/>Y2 Add suffixes to adjectives – er – est<br/>Text grammar focus:<br/>Adverbs.</p> | <p><b>Grammatical Terminology:</b> Letter, capital letter, word, sentence, adjective, noun, noun phrase, adjective, verb, adverb, conjunction, punctuation, full stop, question mark, exclamation marks, comma, apostrophe, singular, plural, root word, prefix, suffix,<br/>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Y2 Use the past and present tenses correctly and consistently, including in the progressive form. Use subordinating conjunctions ( when, if, that, or because) or co-ordinating conjunctions (using or, and, or but) to join clauses<br/>Add suffixes ing, ed, er which do not change the spelling of the root word,<br/>Y2 – Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>  |
| <p><b>Writing: Transcription</b></p>                          | <p>• Handwriting – follow Letter Join scheme; Y2 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined<br/>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.<br/>Spelling – follow RWI Phonics programme, once completed move onto RWI Spelling programme. Learn to spell National Curriculum CEW</p>   |   |   |   |   |  |
| <p><b>Writing: Composition</b></p>                            | <p>Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including exclamations, . Repeat a simple sentence modelled by an adult or puppet. Replicate in writing so that it can be read by themselves and others. Orally plan, compose and write and sequence sentences to form short narratives: stories or recounts.<br/>Write sentences separating words with spaces. Join ideas using 'and' (Y1); but and because (Y2). Add simple adjectives to sentences or phrases to modify nouns. Add <b>some</b> appropriate vocabulary, including prepositions and adverbs related to time, place and manner<br/>With adult support, reread every sentence to check it makes sense.<br/>Y1. Re-read what they have written to check that it makes sense Y2<br/>Spells most words with simple suffixes and prefixes correctly. (e.g. singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est')</p> | <p>Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including questions<br/>Write sentences separating words with spaces. Join ideas using 'and', 'but' – Y2: if, that, when, because) Sequence events in the story/recount. Sequence sentences to write simple recounts. Select, generate and effectively use verbs. . Use expanded noun phrases to describe. Re-read sentences to check they make sense</p>   | <p>Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including exclamations and questions. Write narratives about personal experiences and those of others (real and fictional)<br/>Write sentences separating words with spaces. Join ideas using 'and' 'but' (Y2 use or, but, and / if, that, when, because'. Select, generate and effectively use verbs and adverbs. Use expanded noun phrases to describe<br/>. Re-read sentences to check they make sense.</p>  | <p>Use images to create a visual story map to support oral retelling of the original story. Orally compose sentences, including questions and exclamations.<br/>Write sentences separating words with spaces. Join ideas using 'and' 'but'. (Y2 use or, but, and / if, that, when, because).<br/>Sequence events in the story.<br/>Compose and sequence their own sentences to write short narratives<br/>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).</p>  | <p>Sequence events in the story. Use familiar plots for structuring the opening, middle and end of their stories. Use sentences with different forms: statement, question, exclamation. Add <b>some</b> appropriate vocabulary this may include prepositions and adverbs related to time, place and manner. Use formulaic phrases to open and close narratives. 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).</p>  | <p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Orally compose sentences, including statement, questions, exclamations.<br/>Sequence sentences to write simple narratives and report. Use present and past tenses correctly and consistently. Add some appropriate vocabulary including prepositions and adverbs related to time, place and manner. Use expanded noun phrases to specify, describe and persuade. Make simple notes from non-fiction texts, e.g. highlighting and noting key words Write simple poems based on models.<br/>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).</p> |

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| <b>Extended Writing Outcome</b>                 | <p>Story mapping/oral retelling of story or parts of story</p> <p>Labelled diagrams</p> <p>List (Y1)</p> <p>Speech/thought bubbles</p> <p>Recount of story (Y2)</p> <p>Character description using adjectives</p> | <p>Story mapping/oral retelling of story or parts of story</p> <p>Character descriptions using adjectives</p> <p>Speech and thought bubbles, posters, labelled maps,</p> <p>Diary entry Y2) Recount story (Y1)</p> <p>Use original text as a model for own version of story (Y2)</p> | <p>Story mapping/oral retelling of story or parts of story</p> <p>Hot seat questions</p> <p>Speech bubbles</p> <p>Recount parts of the story</p> <p>Character description</p> | <p>Story mapping/oral retelling of story or parts of story</p> <p>Setting description, Letter</p> <p>Recount parts of story Y1</p> <p>Write own version choosing different animals Y2</p> <p>Write own version of poems studied</p> | <p>Story mapping/oral retelling of story or parts of story</p> <p>Character descriptions using expanded noun phrases</p> <p>Write episodes of the story, write new adventure for character y2/ recount story Y1</p> <p>Persuasive letter</p> | <p>Setting descriptions using expanded noun phrases</p> <p>Diary entry/blog</p> <p>Poetry – what can I see from my window?</p> <p>Story - rewrite changing elements of the story such as character and setting.</p> <p>Non-chronological report - pollinators</p> |
| <b>Amazing Authors (one afternoon per week)</b> | Julia Donaldson   | Poetry – Michael Rosen   | Biographies (Sports, Art and Scientist).<br>Little People, Big Dreams   | Rob Biddulph  | Poetry   | Eric Carle  |