

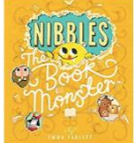
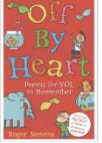
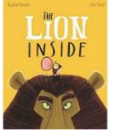
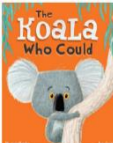

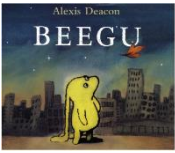
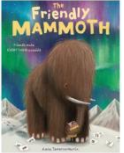
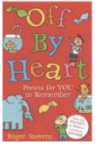

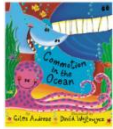






Astley St Stephens CE Primary School – English Long-Term Planning Year 1

	Autumn 1			Autumn 2			Spring 1		
Pathway	Writing	Reading	Poetry	Writing	Reading	Poetry	Writing	Reading	Poetry
Book	 Lost and Found	<i>Pathways to Reading begins in Spring Term</i>	 Sea Songs	 Nibbles: The Book Monster	<i>Pathways to Reading begins in Spring Term</i>	 There Are No Such Things as Monsters!!	 The Lion Inside	 The Koala Who Could	 If I Had a Beak
Author	Oliver Jeffers		James Carter	Emma Yarlett		Roger Stevens	Rachel Bright & Jim Field	Rachel Bright	The Literacy Company
Genre	Fiction		Action, rhyme and list poem	Fiction		Descriptive Poetry	Fiction	Fiction	Poetry
Reading, Writing, Poetry & Grammar objectives	Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I'		Play with words e.g. onomatopoeia, rhyme List words and phrases Use simple language patterns e.g. repetition and rhyme	Join words using <i>and</i> Sequence sentences to form short narratives (link ideas or event by pronoun) Punctuate sentences using a capital letter and a full stop Use capital letters for names of people		Create imaginative ideas List words and phrases Use simple language patterns e.g. repetition and rhyme	Join words and clauses using <i>and</i> Use some story language Include and describe new characters Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Some accurate use of the prefix -un Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est	Be encouraged to link what they read or hear read to their own experiences Explain clearly their understanding of what is being read to them Retell key stories, fairy stories and traditional tales, and consider their characteristics	Play with words e.g. onomatopoeia, rhyme Describe using the senses
Outcome	To write an adventure story based on the structure of the text with a new animal	To add a verse to a song with actions and make a list poem about the sea in a zig-zag book	To write a diary entry in the first person based on Nibbles' adventures	To create and describe new monsters to add to the model poem	To write a story about a small animal who befriends a large animal in the African Savannah	To retell key stories and explain their understanding of what is being read to them	To add their own lines to the poem		

	Spring 2			Summer 1			Summer 2		
Pathway	Writing	Reading	Poetry	Writing	Reading	Poetry	Writing	Reading	Poetry
Book	 Beegu	 The Friendly Mammoth	 At the Zoo	 Somebody Swallowed Stanley	 Commotion in the Ocean	 I Spun a Star	 Goldilocks and the One Bear	 Animals Find it! Explore it!	 Poetry Fruit Salad
Author	Alexis Deacon	Anna Terreros-Martin	W. M. Thackeray	Sarah Roberts	Giles Andreae	John Foster	Leigh Hodgkinson	National Geographic Kids	Fiona Waters
Genre	Fiction	Fiction	List Poetry	Fiction/Nonfiction	Fiction	List Poetry	Fiction	Nonfiction	Senses Poetry
Reading, Writing, Poetry & Grammar objectives	<p>Include and describe a character</p> <p>Include and describe the setting</p> <p>Write simple sentences in sequence</p> <p>Join words and clauses using <i>and</i></p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Be encouraged to link what they have read to their own experiences</p> <p>Discuss the significance of the title and events</p>	<p>Play with words e.g. onomatopoeia, rhyme</p> <p>List words and phrases</p> <p>Use simple language patterns e.g. repetition and rhyme</p>	<p>Join words and clauses using <i>and</i></p> <p>Write simple sentences linked to the topic</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est</p> <p>Change the meaning of verbs and adjectives by adding the prefix <i>-un</i></p>	<p>Explain clearly their understanding of what is being read to them</p> <p>Draw on vocabulary provided by the teacher</p>	<p>Create imaginative ideas</p> <p>Describe using the senses</p>	<p>Join words and clauses using <i>and</i></p> <p>Use simple description</p> <p>Sequence sentences to form short narratives (link ideas or events by pronouns)</p> <p>Use a capital letter for places and days of the week</p> <p>Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p>	<p>Discuss the significance of the title and events</p> <p>Explain clearly their understanding of what is being read to them</p>	<p>Create imaginative ideas</p> <p>Play with words e.g. onomatopoeia, rhyme</p> <p>Describe using the senses</p>
Outcome	To write their own version of the story with a new lost creature	To make inferences and make links from the text to their own experiences	To add their own items to a list poem about a museum	To write information about the sea animals looked at in the texts	To explain their understanding of a text and explore new vocabulary	To write a list poem about space	To write a new version of the story with a new character or setting	To explore the title and events within the text and to show their understanding of the text	To write a poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence