
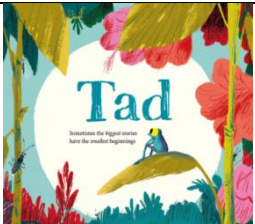


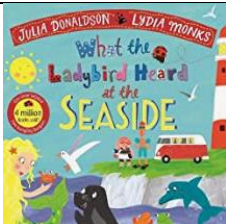
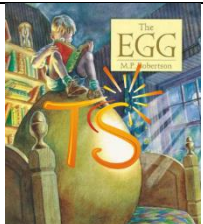




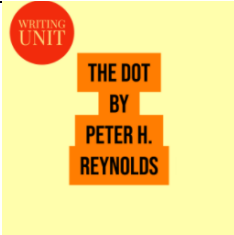
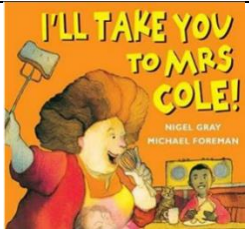



Fishburn Primary School – Long Term English Plan

Year 1	Autumn Term		Spring Term		Summer Term	
<b>Reading Opportunities</b>	Traditional Stories (Little Red Riding Hood)/ Fairy Stories / Traditional tales with a twist	Animal Fiction Non-Fiction Information texts (birds/animals) Poetry- Autumn/Christmas Theme	Fiction (Predictable patterns & Familiar Settings)  Poetry – London’s Burning!	Non-fiction Information books	Fiction Traditional Tales (Jack & Beanstalk)  Poetry – Seaside Theme	Fiction.  Non-fiction – History of Toys/Inventions of the era
<b>Main Text(s)</b>  (plus a daily selection from Poetry spine & Reading spine)						
<b>Vipers Text(s)</b>	 		 + Film Viper Home Sweet Home?			
<b>Writing</b>	***Lit Shed Writing Unit – Little Red by Bethan Woollvin can be followed (e.g. newspaper report, diary, character description).  Alternatively: <ul style="list-style-type: none"> <li>Create a class story map</li> <li>Label Pictures Retell/Recount</li> </ul>	***Lit Shed Writing Unit- The Squirrels that Squabbled (homes/families/kin) Alternatively: <ul style="list-style-type: none"> <li>Write labels, lists and captions</li> <li>Short Narrative (e.g. info facts about hatching)</li> </ul> Story map/Story board	***The Great Fire of London Unit on Teaching Sparks (GPS) & Writing Unit on Lit Shed. Additionally: <ul style="list-style-type: none"> <li>Sentences to describe characters and settings</li> <li>Story Retell – B/M/E</li> <li>Information Text</li> </ul>	***Vipers Writing Unit - The Dot (personal talents, what it means to be me) Additionally: <ul style="list-style-type: none"> <li>Writing facts about Rosa</li> <li>Labelling (non fiction)</li> <li>Writing a poem</li> </ul>	***Literacy Shed Plus Units can be amended for Tad and Tadpole’s Promise + Jack and the beanstalk T4W Unit also available <ul style="list-style-type: none"> <li>Story map with captions</li> <li>Sentences to describe characters and settings</li> </ul>	*** Unit for The Egg on teaching Sparks  <ul style="list-style-type: none"> <li>Writing an acrostic poem</li> <li>Information Text on a toy</li> <li>Retell</li> </ul>
<b>GPS</b>	<b><u>Consolidation/non-negotiables: -</u></b>		<b><u>New Learning: -</u></b>			

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	<p>Based on transition information                  Correct writing posture and pencil grip                  Simple sentence with capital letter and full stop</p>	<p>join words and clauses with <i>and</i>                  Use CL . ? !                      Adjectives                      Compound words                  Use capital letters for people, places, days of week and I</p> <p>Sequence sentences into a narrative                      Use <i>first, next</i> and <i>then</i> correctly</p>
<b>Handwriting</b>	Form individual letters correctly – revise letter formation	
<b>Dictations</b>	Oral sentences leading to writing	
<b>Re-read and proof-read</b>	Say out loud before writing. Compose a sentence orally. Sequence sentences to form short narratives.	
<b>Word list</b>	<p><b>YEAR 1 COMMON EXCEPTION WORDS</b></p> <p>the a do to today of said says are were was is his has I you your                  they be he me she we no go so by my here there where love come                  some one once ask friend school put push pull full house our</p>	

<p><b>Statutory National Curriculum requirements – Year 1</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Children need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction</li> <li>• Link what they read to own experiences</li> <li>• Become very familiar with key stories, fairy stories and traditional tales</li> <li>• Recognise and join in with predictable phrases</li> <li>• Recite some poems by heart</li> </ul> <p><i>Listening to and discussing information books establishes the foundation for their learning in other subjects (non-statutory)</i></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Develop the physical skill needed for handwriting and learn how to organise their ideas</li> <li>• Handwriting requires frequent and discrete direct teaching</li> <li>• Write from memory simple dictated sentences that include GPCs and CEWs taught so far</li> <li>• Say out loud what they are going to write about</li> <li>• Sequence sentences to form short narratives (fiction or non-fiction)</li> </ul>
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