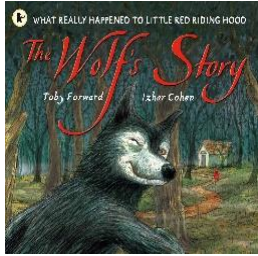


Allanson Street Primary School – Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Class Novel							
English	<p>Text: Inside the Villains</p> <p>Audience: Children/Villagers</p> <p>Purpose: To inform</p> <p>Outcomes: To write a wanted poster to find the wolf.</p>	<p>Text: Lost in the Toy Museum</p> <p>Audience: Children and adults</p> <p>Purpose: To entertain</p> <p>Outcomes: To sequence the story and retell orally.</p> <p>To write own version of the story using own character and setting descriptions.</p>	<p>Text: The Rainbow Bear</p> <p>Audience: Charities, zoo visitors.</p> <p>Purpose: To inform</p> <p>Outcome: To write information about arctic animals for the Helping Hands Zoo.</p>	<p>Texts: My Pet Star</p> <p>Audience: Children</p> <p>Purpose: To instruct</p> <p>Outcomes: To write instructions on how to look after a pet star.</p>	<p>Text: My Friend Earth</p> <p>Audience: Children</p> <p>Purpose: To entertain</p> <p>Outcomes: To write a poem about the outdoors.</p>	<p>Text: Speak Up!</p> <p>Audience: St Helens Council</p> <p>Purpose: To persuade</p> <p>Outcomes: To write a speech about the importance of keeping our local library open.</p>	

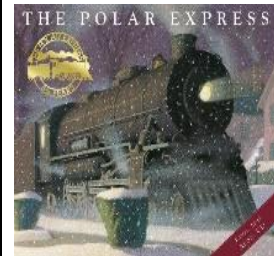


Text: The Wolf's Story

Audience: Children/
Villagers

Purpose: To persuade

Outcomes: To write a
persuasive letter to the
villagers as the wolf.

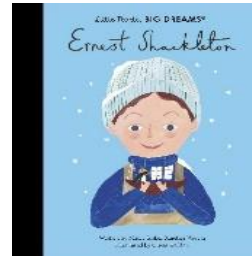


Text: The Polar Express

Audience: Family

Purpose: To entertain

Outcomes: To write a
senses poem about a
polar express adventure
scene.

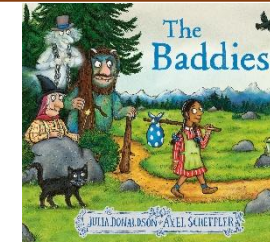


Text: Earnest
Shackleton Big
Dreams Little People

Audience: Children

Purpose: To inform

Outcome: To write a
diary entry as Earnest
Shackleton.

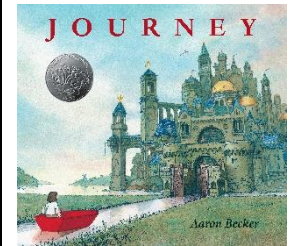


Text: The Baddies

Audience: Children, parents

Purpose: To inform

Outcome: To write a
newspaper report about
the Baddies and their
crimes.



Text: Journey

Audience: Reception
children

Purpose: To entertain

Outcome: To write a
narrative linked to own
adventures through their
hand drawn doors.

Grammar and Punctuation	Leaving spaces between words. Understand how words combine to make sentences. Punctuate sentences using a full stop. Punctuate sentences using a capital letter. Use a capital letter for the personal pronoun 'I'. Sequence sentences to form short narratives.	Joining words and joining clauses using "and". Punctuate sentences using a question mark and exclamation mark. Use a capital letter for names and places.	Regular plural noun suffix -s or -es Understand that suffixes that can be added to verbs where no change is needed in the spelling
Revisit, retain, recap grammar and punctuation	<p style="text-align: center;">-Write recognisable letters, most of which are correctly formed</p> <p style="text-align: center;">- Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p style="text-align: center;">- Write simple phrases and sentences that can be read by others</p>		
Spelling	<u>Read Write Inc</u> Daily spelling sessions within differentiated groups focusing on set 1/set 2 sounds	<u>Read Write Inc</u> Daily spelling sessions within differentiated groups focusing on set 1/set 2/set 3 sounds <u>Weekly discrete spellings</u> CEW ff, ss, ll, zz, ck, ve wh, ph, nk, days of the week, numbers in words	<u>Read Write Inc</u> Daily spelling sessions within differentiated groups focusing on set 1/set 2/set 3 sounds <u>Weekly discrete spellings</u> prefix un, s, es, suffixes ing, ed, est and er, tch,

**NC
Objectives
Year 1
Reading**

Word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them.

**NC
Objectives
Year 1
Writing**

Spelling

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week English – key stages 1 and 2 13 Statutory requirements
- name the letters of the alphabet: naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Composition

Pupils should be taught to:

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher.

**NC
objectives
Year 1 – 6
Spoken
Language**

Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication