

English long term plan		
<p><u>Owl Babies Term 1</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ 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 ▪ making inferences on the basis of what is being said and done ▪ explain clearly their understanding of what is read to them. <p>Read non- fiction text about nocturnal animals Week 5, 6 and 7</p> <ul style="list-style-type: none"> ▪ non-fiction at a level beyond that at which they can read independently <p>Phonics</p> <ul style="list-style-type: none"> ▪ 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 	<p><u>Celebrations Term 2</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ 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 ▪ making inferences on the basis of what is being said and done <p>Week , 6, 7 Christmas story linked with RE</p> <ul style="list-style-type: none"> ▪ becoming very familiar with key stories retelling them and considering their particular characteristics ▪ 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. <p>Phonics</p> <ul style="list-style-type: none"> ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the 	<p><u>Burghley House Term 3</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ read words containing taught GPCs and –es, est endings ▪ predicting what might happen on the basis of what has been read so far <p><u>Phonics</u></p> <ul style="list-style-type: none"> ▪ 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) <p>Writing</p> <ul style="list-style-type: none"> ▪ name the letters of the alphabet: <ul style="list-style-type: none"> ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ words containing each of the 40+ phonemes already taught ▪ common exception words <p>the days of the week</p> <ul style="list-style-type: none"> ▪ using, –ed, –er where no change

<p>applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <p>Writing</p> <ul style="list-style-type: none"> ▪ 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 ▪ leaving spaces between words ▪ using a capital letter for names of people and the personal pronoun 'I'. ▪ read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>word</p> <p>read words containing taught GPCs and –s,</p> <p>Writing</p> <ul style="list-style-type: none"> ▪ 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 ▪ joining words and joining clauses using and ▪ use the grammatical terminology in English Appendix 2 in discussing their writing. ▪ learning the grammar for year 1 in English Appendix 2 ▪ using a capital letter for names of people, places and the personal pronoun 'I'. ▪ beginning to punctuate sentences using a full stop 	<p>is needed in the spelling of root words [for example, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> ▪ Introduction to exclamation marks to demarcate sentences
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Seasonal change Term 4

explain clearly their understanding of what is read to them.

- being encouraged to link what they read or hear read to their own experiences
- listening to and discussing a wide range of poems and stories.
- learning to appreciate rhymes and poems, and to recite some by heart

Speaking and listening

- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)

Writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives

Rule Britannia Term 5 and 6

Reading

- 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

Speaking and listening

- 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

Speaking and listening Week 1 Week 2

- 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

Reading

- joining words and joining clauses using and
- use the grammatical terminology in English Appendix 2 in discussing their writing.
- learning the grammar for year 1 in English Appendix 2

- 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

Writing

- using a capital letter for names of people, places and the personal pronoun 'I'.
- beginning to punctuate sentences using a full stop.
- sequencing sentences to form short narratives
- Use joining word 'and' including other connectives such as 'because'
- -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- est where no change is needed in the spelling of root words
- Compound words
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark