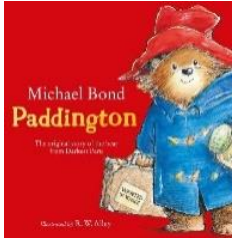

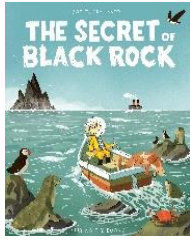
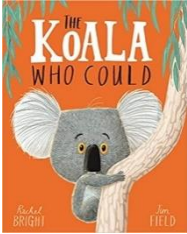

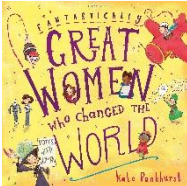


Year 1 (LD) - English Planning			
Cycle A - Autumn Term 1			
Foundation Subject Links: Topic - Bright Lights, Big City			
	Genre	Content Coverage	On-going skills
<b>Fiction</b> <b>'Paddington' by Michael Bond</b> 	Character description of Paddington  Letter to Aunt Lucy	<b>Transcription:</b> <ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Spell <b>some</b> common exception words.</li> <li>• Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound).</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil correctly and comfortably.</li> <li>• Begin to form lower-case letters in the correct direction.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' and to practise these.</li> </ul>	<b>Transcription:</b> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> </ul>
<b>Fiction</b> <b>'The Queen's Hat' by Steve Antony</b> 	Narrative – change to the King who has lost an item.  Recount of the Christmas Elf.	<b>Composition</b> Write sentences by: <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul> <b>Vocabulary, grammar and punctuation</b> <ul style="list-style-type: none"> <li>• Beginning to punctuate sentences using a capital letter and full stop.</li> <li>• Joining words and clauses using 'and'.</li> <li>• Using a capital letter for names of people, places, the days of the week and 'I'.</li> </ul>	
	Recount of real event		

<b>Year 1 (LD) - English Planning</b>			
<b>Cycle A – Spring Term 2</b>			
Foundation Subject Links: Topic – Land Ahoy!			
	Genre	Content Coverage	On-going skills
<b>Fiction</b> <b>‘The Secret of Black Rock’ by Joe Todd-Stanton</b> 	Narrative – read the book half way and finish the story.  Explanation – design their own boat and explain how it works.	<u><b>Transcription</b></u> <ul style="list-style-type: none"> <li>Spell <b>many</b> common exception words.</li> <li>Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling <b>some</b> of these words correctly and making phonetically-plausible attempts at others.</li> <li>Use the prefix un-.</li> </ul> Add suffixes. <ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es.</li> <li>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> </ul>	<u><b>Transcription:</b></u> <ul style="list-style-type: none"> <li>Spell the days of the week</li> <li>Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound).</li> </ul> <u><b>Handwriting:</b></u> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil correctly and comfortably.</li> <li>Begin to form lower-case letters in the correct direction.</li> <li>Form capital letters.</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting ‘families’ and to practise these.</li> </ul>
<b>Fiction</b> <b>‘The Koala Who Could’ by Rachel Bright</b> 	Non-chronological report – Australia  Diary – from the koala’s perspective (the day the tree fell down).	<u><b>Composition</b></u> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils.</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <u><b>Vocabulary, grammar and punctuation</b></u> <ul style="list-style-type: none"> <li>Use spacing between words that mainly reflects the size of the letters.</li> <li>Beginning to punctuate sentences using question marks and exclamation marks.</li> <li>Use co-ordinating conjunction ‘and’ to join <b>some</b> main clauses.</li> </ul>	<u><b>Composition</b></u> Write sentences by: <ul style="list-style-type: none"> <li>Say out loud what they are going to write about.</li> <li>Compose a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Re-read what they have written to check it makes sense.</li> </ul> <u><b>Vocabulary, grammar and punctuation</b></u> <ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Beginning to punctuate sentences using a capital letter and full stop.</li> <li>Joining words and clauses using ‘and’.</li> <li>Using a capital letter for names of people, places, the days of the week and ‘I’.</li> </ul>
	Recount of real event.		

Year 1 (LD) - English Planning			
Cycle A – Summer Term 3			
Foundation Subject Links: Topic – Movers and Shakers.			
	Genre	Content Coverage	On-going skills
<b>Fiction</b> <b>‘Greta and the Giants’ by Zoe Tucker</b> 	Setting description – final setting of the story.  Book review.	<b>Transcription:</b> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell many common exception words.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• Add Year 1 taught suffixes to spell most words correctly in writing.</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>• Use present and past tense <b>mainly</b> correctly and consistently.</li> </ul> <b>Vocabulary, grammar and punctuation</b> <ul style="list-style-type: none"> <li>• Demarcate most sentences in writing with capital letters and full stops.</li> <li>• Use question marks correctly when required.</li> </ul>	<b>Transcription:</b> <ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order and use the letter names to distinguish between alternative spellings of the same sound).</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil correctly and comfortably.</li> <li>• Begin to form lower-case letters in the correct direction.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting ‘families’ and to practise these.</li> </ul> <b>Composition</b> Write sentences by: <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul> <b>Vocabulary, grammar and punctuation</b> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Beginning to punctuate sentences using a capital letter and full stop.</li> <li>• Joining words and clauses using ‘and’.</li> <li>• Using a capital letter for names of people, places, the days of the week and ‘I’.</li> </ul>
<b>Non-Fiction</b> <b>‘Fantastically Great Women Who Changed the World’ by Kate Pankhurst</b> 	Non-chronological report (significant person the children have learnt about).  Kenning poem		
	Recount of real event.		